



**State of New Mexico
Higher Education Department
Adult Education Division**

**Program Annual Report
Preparation Guidelines and
Reporting Template**

2019-2020

Please email reports to:

adult.education@state.nm.us

AND

amy.anderson@state.nm.us

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo, Suite 4
Santa Fe, NM 87505

**Reporting Deadline
September 1, 2020**

(Please email your reports to adult.education@state.nm.us and amy.anderson@state.nm.us no later than 5 p.m. on the due date.)

Annual Program Report

2019-2020

Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (College and Career Readiness Standards).
- ☐ Complete Section VII (IELCE)
- ☐ Complete Section VIII (Staff and Professional Development).
- ☐ Complete Section IX (Fiscal Survey)
- ☐ Attach all NRS Tables
- ☐ Attach MOUs and IFAs

Introduction:

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2019-2020 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

General Instructions:

1. Cover Page
2. Annual Report (Sections I – IX).

This section includes:

- Section I (Program Narrative Report)
 - Section II (Student Data)
 - Section III (Evaluation of Program Effectiveness)
 - Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)
 - Section V (Career Pathway Activities)
 - Section VI (College and Career Readiness Standards)
 - Section VII (IELCE Activities)
 - Section VIII (Staff and Professional Development)
 - Section IX (Fiscal Survey)
3. Attach all NRS Tables
 4. Attach MOU and IFA

(Please remove these instructional pages when submitting your final report.

Your submitted report should begin with the signed cover page.)

**Annual Program Report
Cover Page**

Program Name: Services for Native American
Students
Institution or Organization: Southwestern Indian
Polytechnic Institute

Address: 9169 Coors Blvd. NW: POB 10146
City: Albuquerque, NM
County: Bernalillo
Zip: 87184
Main Phone: 505-346-2336
Fax: 505-346-7726
Website: www.sipi.edu

Fiscal Year: 2019-2020

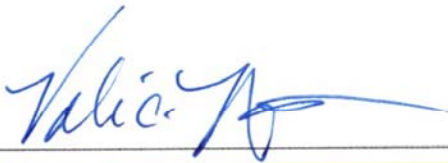
Submission Date: September 1, 2020

Program Director, Manager, or
Coordinator Name: Christopher Harrington

Contact Information: Phone: 505-346-2364
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Alternate Contact Name: Valerie Montoya

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VP Academic Programs

9/1/2020

Signature of the Chief Executive Officer or Designee

DATE

Dr. Sherry Allison, President, Southwestern Indian Polytechnic Institute

Typed Name and Title:

Section I. Program Narrative Report

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

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

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

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

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

Each program at SIPI, including the ABE program, has goals and learning objectives that are aligned with SIPI's institutional mission. The three ABE programs highest goals include: 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.

SIPI normally schedule 20 to 25 classes each term and has an average student population in the department of 80 to 100+ students each trimester. However, we saw an increase to 138 students in the Fall 2019, this increase continued in Spring trimester which is about a 20% increase over the same trimesters of last year. Spring trimester 2020 followed in the trend with an increase from average spring semesters in the past. There is also a further increase in total enrollment that is only apparent as a result in the mechanics regarding the way that LACES has recorded students and that SIPI has made sure they were not missed, since in past years summer trimester students were not recorded correctly.

The ABE programs at SIPI began a process of close evaluation to the terminal and transitional learning objectives from our programs and entry skills in the associate and certificate programs at

SIPI. This is done to better accomplish matriculation of our ABE students into college programs and improve retention and success rates. Close evaluation and assessment of institutional improvements on these student measures have been carried out every year and it is expected that there will be significant changes in the shape of the ABE programs offered at SIPI.

Regarding assessment and continuous improvement, we as a program are required to complete a yearly assessment report. This involves instructional staff using data from our students' performance on TABE assessments, then using the data to develop strategies and action plans to improve the outcome of the previous year. Each year goals are set which will be addressed in the next cycle of assessment. This process can assist the instructors in further developing improvements in their instructional content and methods. This past year, program evaluations have been carried out and the fifth cycle of feedback finished during the fall of 2020. The first two-year cycles were mostly concerned with establishing baseline estimates of our ongoing ABE curricular success so that each institutional change to our program can be viewed against the backdrop of our 2015 to 2017 success rate.

During this period, SIPI had observed that our previous ABE math curricula had been under-performing the communication skills classes so that students who are college ready in reading and English often still needed remedial mathematics classes. Over the past three years first the Math 100 (Introduction to Algebra) and recently Math 99 (Arithmetic II) classes have been adjusted and realigned to each other and to our entry level college math courses. While there is still a substantial lag with many students matriculated in college level programs needing to finish their Math 100 classes, there has been substantial improvements in this metric. The terminal course skill content has been kept constant while the introduction and proficiency of individual skills have been adjusted to improve the success staging that students experience in this course system. Classes have been modularized allowing individualized entry and remediation within smaller portions of the developmental math skill set. This has steadily improved student success rates while reducing the time that students have needed to complete this component of their basic skills development.

However, the MATH 99A course has not seen the same success and we are now looking to modularize that math course as well, based on the MATH 100 success. The terminal course skill content has been kept constant while the introduction and proficiency of individual skills have been adjusted into 2 parts to improve the success staging that students experience in this course system. At mid-year there were plans to pilot the new modularized MATH 99 courses in the summer trimester but the pivot to 100% online has put these improvements on temporary hold. The MATH 100 modularized classes have steadily improved our student success rate while reducing the time that students have needed to complete this component of their basic skills development, so we are hoping to see the same with new MATH 99 module courses.

Regarding our ENGL 100/ENGL 101 combined courses which SIPI piloted last year, we continue to see encouraging success with students passing the ENGL 101 courses. In the combined classes, students who tested into ENGL 100 were enrolled in both classes, which met back-to-back (that is, Monday, Wednesday, and Friday (MWF) classes met for 2 hours 3 times weekly and Tuesday and Thursday (TTH) classes met for 3 hours 2 times weekly). Both combined classes were taught by the same instructor. Now, for the current Spring 2020 trimester, we have the instructor for the ENGL 100 embedded into the ENGL 101. The ENGL 100 instructor will therefore be in class to tutor the ENGL 101 class.

One of the continued successful interventions has been the math and writing labs. We first opened facilities for specialized English and mathematics learning centers in newly improved facilities on campus during the spring of 2016. The 2017-18 FY saw full time staffing of these facilities and now scheduled lab courses to encourage that student to utilize the services has been instituted. These tutoring facilities now supplement SIPI regular tutoring and are themselves bolstered by a continuously staffed peer tutoring office located directly next to the Adult Education class locations.

Last summer semester was the third implementation of a two-week high school to college bridge program designed to improve new students' preparation for and hopefully successful transition into college program.

This year as a combination of past improvement in recruiting, our enrollment has increased nearly 20% as discussed above. This will result in a substantial increase in the total numbers of students graduated by SIPI now that so many areas of our individual student retention have been addressed.

SIPI has seen several programs to create a stronger marketing and information campaign during the past year to remedy this issue. SIPI hired a full-time enrollment management officer in 2018 and that will improve the number of native students seeking out our educational services. The fall of 2018 saw a 10% increase from the same time in 2017 and this year the fall enrollment saw a 20% increase from 2018. It can be hoped that this is the start of a trend and at this rate we will return to levels of enrollment of our 2012 benchmarks within a couple more years.

The SIPI HSE program is designed to assist students that have come to SIPI without having previously earned their High School Diploma, allowing these students to enroll for up to three semesters as if they had this certificate and offering these students the same services: room, board, and instruction as college matriculated students. The only difference is that these students are responsible for the same activity fees they are not eligible for federal financial aid. This financial difficulty has been alleviated over the past three years through a grant from the Dollar General Literacy Fund administered through the American Indian College Fund. This has seen a dramatic increase in the retention and success of this program in delivering High School Equivalency Certificates to the majority of the students enrolled in this program. This trend has continued into the first half of the 2019-2020 FY, this has seen a 50% increase in enrollment and the highest per semester HSE certificate numbers in the past decade. The enrollment in the summer, fall, and just recently spring semesters were each 50% increases over last FY which themselves had been the highest numbers since 2012. The grant that has helped to make this possible has moved from its pilot period and may very well become a regular part of the SIPI offerings for students needing their High School Equivalency Certificates in the future.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals?

SIPI has also been forming informal partnerships with community development programs such as with the Albuquerque Small Business Development Center, run by Tim Harjo, a SIPI Alumni, and The Cooperative

Catalyst of NM for entrepreneurship training and assistance in students starting their own businesses both on and off the reservation. SIPI also has partnerships with the following: W.K. 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 has also been working with the Native Leadership Collective of Albuquerque and hope to set up internships and mentorship with members of the Collective

3. Describe your participation in any statewide initiatives and how that participation has affected your program's goals. (For example: Justice Initiative, Career Pathways Initiative)

Changes in the ABE/HSE instruction in the past couple of years has been driven by shifts in the state and federal perspectives based on the increasing focus on workforce training and a greater emphasis on student matriculation into college or vocational work and training. SIPI has thus modified the design and curricula of the SIPI HSE program to meet the new standards. SIPI participated in the Pathways to Success: Career Pathways in Adult Education Training endorsed by The Ohio State University's Office of Continuing Education and has begun to put the information learned in this training into changes of the ABE/HSE curriculum.

As part of the changes towards continuous improvement of the ABE/HSE program to meet the needs of the community and continuing building on the information from Dr. Jeff Fantine, SIPI hire Dr. Marsha Fralick, an expert curriculum consultant. Dr. Fralick has begun to redesign our College and Career Success (CACS) course to meet the unique needs of our Native American SIPI students while addressing the needs of the Career Pathways approach. Dr. Fralick's curriculum designed for SIPI, addresses strategies for meeting the educational needs of Native students including access, success, retention, and career preparation, while respecting and appreciating cultural identity. The course will incorporate Dr. Fralick's work; *Native American and First Nations College and Career Success* by Dr. Marsha Fralick, Kendall Hunt Publishing (2018) and HumanEsources online version (2020) as the textbooks and supplemental materials. Dr. Fralick will also be providing ongoing professional development and consultation for faculty at SIPI on teaching strategies, use of technology, curriculum, and online course design while we pilot this curriculum. SIPI plans to have Dr. Fantine and Dr. Fralick work together on the continued development of the curriculum. SIPI will also be incorporating the Edgenuity's career and technical education modules into Dr. Fralick's curriculum to promote a better understanding and application through career-related tasks and projects for our students. With this new curriculum, the SIPI HSE program will be looking at the CACS course to help support our HSE tutor/mentor program to add additional individualized support to our HSE students.

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

The pandemic affected our class delivery to only online classes as of March 30, 2020. Everything that SIPI has been doing since going fully online and our goal was to continue to deliver effective

online instruction whether for HSE diplomas or preparation to develop their career goals and aspirations in the ABE courses. Our pivot to offering all classes in a distance learning format during the summer and now fall of 2020 is meant to keep our students and their families safe. SIPI will be waiving all fees for student studying in this online format to encourage each student to use this time of personal isolation to prepare for a post-COVID19 life. Our school has been loaning student the technology by providing them with computers and hotspots.

As part of the loaning of laptops and hotspots to each student, we will be assisting them with setting up and using computers, so they become more digitally literate during this period. This will be especially useful since this learning format and remote testing requires that students have a laptop and access to the internet. The computer literacy skills the students will learn to get online for their classes can also help the students in the future as a valuable job skill. Since the fall will be 100% online and it is anticipated that at least a portion of the spring students will continue to utilize distance learning to some extent, SIPI will need to make sure we can supply technology equipment for the spring 2020 students as well. We want students to develop much more than just the minimum ability to connect to the internet and complete computer aided instructional classes. SIPI is planning to try to tap into CARES Act Funds to purchase technology for each student once they pass their HiSET exam that is theirs to keep. This is an important aspect for each student as it makes them feel their efforts are valued. Further, we are convinced that having a computer that will become each student's personal work environment after they have completed their HSE certificate. With their own computer, students should be motivated to be able to develop a wide range of digital skills like knowledge of the Google G-suite programs. These skills will become the proof that they are digitally literate when looking for post-SIPI employment.

Regarding recruitment, SIPI is contacting all former HSE students since 2015 who did not complete the HSE program and inviting them back to complete the program. SIPI will also be using social media and radio ads on the public radio station to advertise the program to the public. We have also reached out to our community partners to let them know of SIPI is waiving fees for the fall and that classes will be fully online.

Finally, regarding the reopening of SIPI, SIPI has established a cross-campus COVID-19 Committee that will be working with consultants, with knowledge of COVID-19 abatement, to come up with safe reopening plan for the campus. Due to the student body being in a high-risk group, SIPI will be making sure that any reopening plan factors in such concerns.

Section II. Student Data 2019-2020

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

- your total program
- each satellite site

	Total Program	Site:	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	4				
Total count of students with 12 + hours	262				
Total contact hours for students with 12 + hours	40091				
Average contact hours for students with 12 + hours	153				
Average contact hours for students with 12 + hours experiencing level gains	201				
Count of all HSE graduates with 12 + hours	29				
Count of HSE en Español graduates with 12 + hours					
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	53%				
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	-				
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	55%				
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	-				
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	82%				
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	-				
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0				
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0				
Please provide a list of communities or organizations requesting services or additional service from your program.		Service Requested			
N/A					

Section III. Evaluation of Program Effectiveness

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

1. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?
2. When you look at your program data, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.
3. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.
4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.
5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.

The HSE program has been the recipient, for the past three years, of the American Indian College Fund/Dollar General grant to improve the effectiveness of our programs ability to help students get their HSE certificate. We had been operating for more than a decade with a success rate of 30% to 40% of the student attending this program leveling with an HSE diploma. We also knew that roughly 60% of the students entering this program are first arriving with NRS 3 level skills. It is quite difficult for a student to progress from this skill level to successfully testing for an HSE certificate in a 16 week period (the length of our semesters). Our program used this scholarship grant primarily to help pay student expenses so that they could afford to stay longer in our program.

It was clear that while there are changes that any program can make to be more effective that the main reason that students were not succeeding was, the need for a longer tenure in our program. This grant resulted in students spending nearly twice as long on average while increasing our success rate from 35% to over 70% most of this gain made during students second semester at SIPI. Further there was about 15% of the HSE student that began their studies at low NRS 3 or NRS 2. These students often needed up to three semesters, one full year to progress to successfully earning their HSE diploma. While about 50% of these students may not stay this long even with scholarship support, those students who do almost all have earned their HSE diploma. Now compared to other programs around the state and country very few students beginning their HSE pursuit from NRS 2 are successful so we feel that we can gauge our present HSE program as highly successful.

A major challenge for our program is that not only does it take a long time to improve academic skills and knowledge in order to pass exams, students are away from home a long time and they get homesick and/or don't have the day-to-day support of family and community. . However, we have supplemented our scholarship support for HSE students to include their first semester as regular college students after earning this certificate and this has turned out to be sufficient

motivation to encourage student to not give up before finishing their HSE diploma. This has also increased our transfer rate from HSE into our academic programs from a low 20% 5 years ago to almost all students that earn their HSE certificate now.

To improve performance, SIPI offers opportunities for professional development with attendees sharing what they have learned with colleagues upon their return. We also have yearly program assessment and 5-year program reviews that assist us in continuous improvement. We currently only have a single program site.

In all three reporting areas, more than 50% of SIPI students completing developmental-level classes passed those classes, with Math predictably being the area where students were least likely to succeed and Reading being the area where students were most likely to succeed. Overall, therefore, developmental-level classes at SIPI are effective in meeting students' needs; Math and English are areas of challenge where students may need more non-graded practice to attain mastery with Reading being an area of strength for students and for the program itself.

In all three areas, students in Fall 2019 were more likely to earn grades of D or F than they were in Summer 2019 or Spring 2020. This may be because students enrolling in spring or summer trimesters may be repeating the class. Modularizing the English and Reading classes could give students a better chance at passing a class the first time it is taken regardless of trimester.

Regarding the data from passing rates, both the English and reading have seen increased passing rates after SIPI when fully online due to the pandemic. However, the math passing rate has decreased since going online. The ENGL 100/ENGL 101 class saw a pass rate of 62% in the Summer 2019, Fall 2019 was 70% and the Spring 2020 trimester was 63%. This is in sharp contrast with the ENGL 99 and ENGL 100 stand-alone class which had pass rates of Summer 2019 of 44%, Fall 2019 of 55% and Spring 2020 of 56%. The Math 99A and MATH 100 courses saw a pass rate of Summer 2019 of 39%, Fall 2019 of 60%, and Spring 2020 at 53%.

Looking at our program success data for the HSE program over the last three years we have increasingly committed to a curriculum change that looks to be substantially increasing our student's overall success rate. The previous curricula paradigm had always been to assess students on entry and determine their individual strengths and weaknesses. Given that we knew students time to pursue a HSE certificate we had always especially concentrated from day one to work on a student's weakest area thinking that this area would obviously take longest and require the most study so we should start early on these topics. While we are not ignoring weaknesses the first task is to get every student in the program to pass at least one of the HSE exams in their first semester even if they are beginning at NRS 2.

We have observed that student's personal growth increases sufficiently after their first and second sub-test success that they may be able to reach success even on their weakest areas as soon as if they had been focusing on these sections from the start. This strategy has been to increase student's tenure and success rate. Further a recent retroactive follow up on the students that had left the program over the last few years before finishing for any of the many reasons that cause students to stop out, that we discovered that those student that had one or two sub-test passes had still managed one way or the other or on their own to finish and earn their HSE diploma after leaving SIPI.

While the pursuit of the HSE diploma is substantially different than the instruction of ABE student in remedial math, reading or writing we are working on idea about how to implement the early success model into instruction for other than our HSE program.

Regarding the issues that we had to deal with due to the pandemic, the program has done everything possible to stay on track with delivering quality courses. We have made a complete pivot to 100% online instruction starting the end of March 2020 and moving all our instruction from in-person to online. There are very good online content servers and good classroom management dashboards, but the biggest problem for HSE students has been the lack of availability of HSE testing centers. Now after almost 5 months there are starting to be limited availability of in-person testing centers. There has also been a procedure for students to test the HiSET from home but this remote proctoring system has required different computer resources than most of our students have. So, one could say that the pandemic has affected our students more than our other programs. We can still deliver most of the same content and using zoom meetings even provide a little of the in-person experience, but if students don't have the ability to finish their HiSET test this is a difficult situation to maintain motivation.

Another major challenge has been the access to technology for our students. Some of SIPI students returned home to very rural areas in New Mexico, furthermore that have limited or no internet connectivity. When we transitioned to an online modality we lost about 20% of our spring students because they simply could not create a sufficient internet connection from home or the online environment was just not for them.

The summer term has gone better while we have continued to deliver online instruction and presently starting the second online only semester. We have waived all fees and helped students obtain computers and internet connectivity which has resulted in an actual increase in enrollment and encouraged many student that left over the last few year to return for another attempt to earn their degrees. We will only know the success of these policies by the end of the year, but we have done everything we possibly could to maintain services for our students.

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

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

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

\$58,871.0

2. Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA.

3. Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.

NM Workforce conducts career and skills assessments with incoming all freshman ABE Students, HSE students, College and Career Success (CACS) class students, and Summer Bridge participants. Career Assessments take place each trimester during our CACS class and through the Adult Basic Education classes. After each student completes the assessment, they meet with our First-Year Counselor for additional guidance in identifying the major best suited for them. As far as the work keys assessment, we found it wasn't useful for our students, so we discontinued it. 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. The Reading courses all require the students to research career options.

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. Students are also able to take our CASC 100 College and Career Success course that provides an opportunity to learn and adopt methods for success in school and the workplace. Topics include: time management, test taking, and note taking techniques, the development of a personal study system, exploring careers, resume writing, and interview skills. The course also focuses on assisting students in developing practical college and career skills and techniques to enhance academic and workplace success and increase the enjoyment of learning. This course also provides students with key work skills, such as resume development, dressing appropriately for an interview, and participating in a mock Interview. The course also looks at financial literacy and planning.

We have held numerous meetings with the other central regional ABE directors to make sure we are getting the same level of services for each institution.

4. Include a copy of your program's MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.

Section V. Career Pathways Activities

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

1. Please attach your original Career Pathways Initiative Action Plan + final Progress and Sustainability Plan to this report.
2. Describe how your organization's activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and

advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)

3. If your organization is currently in the process of actively developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.
4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

SIPI has worked with a consultant to design a culturally-responsive College and Career Success class that includes modules specific to college success as well as to career success. The class meets two hours each week and features guest speakers from our faculty and local businesses and industries as well as hands-on practice in notetaking, budget-building, resume writing, and workplace communications. We also plan to have a tutor/mentor assigned to the HSE students as part of the Dollar General grant.

Section VI. College and Career Readiness Standards

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

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.
2. Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

SIPI looks at the CCRS as a foundation for the ABE program. Traditionally about 85% of students entering SIPI need at least some remedial English instruction to be for college level texts. The essential component of reading instruction for developmental students at SIPI is reading strategies for learning textbook material. Text complexity is central for understanding and implementing the changes called for in the Common Core State Standards (CCSS). Students are exposed to complex literary and informational text especially in the Reading 100 class. For our reading classes, there is a textbook assignment throughout the Reading 99 and Reading 100 classes which have student's research career pathways. There is a staircase of increasing text complexity for students to master from the introductory level in the 99 class to a higher level of required reading sophistication demonstrated by the students' reading comprehension ability in the 100-level class.

The instructional practices 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.

The instructional practices include teaching strategies to support the learning from multiple texts. The strategies of SQ3R, annotating, and notetaking to improve comprehension and K W-Plus, the Frayer Model and the VVWA and SAGE technique for vocabulary development are all strategies incorporated into the instructional practice. This also includes the skills and strategies for summary writing, and mapping of textbook chapters and articles to understand the hierarchy and importance of information. Working with main ideas, supporting information, organizational patterns, implied main idea, inferences, and critical reading to ascertain purpose, bias, and logical fallacies are all key skills incorporated into the work with textbooks and other readings.

SIPI trimesters are 15 weeks long. Developmental-level Math, English and Reading classes meet four hours per week in the classroom with an additional one 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, SIPI classes are being offered only online. Instructors have been 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.

Reading and English classes at the developmental level at SIPI spiral and scaffold best practices of reading instruction in a complementary manner. Textbooks in both areas engage students in parallel instruction throughout the trimester. In this way, students learn that writers write what readers read and that writing is a product of both reading and thinking.

As stated above, SIPI has also developed modularized courses for the MATH 100 to help students get through math at a quicker rate. We are also currently looking at developing specific math, research, and data science courses geared towards work force readiness. We have also added a built-in math lab into the MATH 99A course which allows students more time in the classroom to master the course and to move up into the MATH 100 level quicker. We found this was not successful and have discontinued the MATH 99A classes and gone back to the MATH 99 curriculum we had before.

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

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

Finally, SIPI is laying the groundwork to be part of the SUNPATH program as well as developing new career programs such as Behavioral Health Aid, Medical Records Coding, Data Science, and Dental Therapy.

At the developmental level, SIPI students are issued Chromebooks, hotspots and Kindles to facilitate their online learning. SIPI's IT Department has a designated technician to work with students. SIPI uses Brightspace (a D2L product) as its learning management system, and there is a designated Brightspace coordinator available to students and instructors as they navigate their

Brightspace classrooms. Classes are delivered via Brightspace and Zoom, which offers students the opportunity to work online in real time with their instructors. Instructors can upload activities, readings, and quizzes in Brightspace for students to complete outside of Zoom sessions. While these methods require flexibility on the part of both students and instructors, it also allows for independent learning, learning to use electronic word processing and presentation tools, and enhancing time management skills.

While we have seen a decrease in math pass scores since moving online, we have seen an increase in both English and reading proficiency.

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

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

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

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

N/A

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

VIII. Staff and Professional Development

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

Name	Position	Professional Development Attended	Date	Location
James Snyder	HSE Instructor	AICF Summer Convene	7/7/19 – 7/9/19	Hyatt Conference Center Denver CO
James Snyder	HSE Instructor	COABE Online Web Conference	10/29 & 30/2019	Personal Office
James Snyder	HSE Instructor	Career Pathways F2F	10/17 & 18/2019	Catholic Charities
James Snyder	HSE Instructor	Career Pathways F2F	12/12/2019	Catholic Charities
James Snyder	HSE Instructor	Career Pathways Implementation Webinars	7/16/19 12/17/19 1/10/20 1/24/20	Personal Office
James Snyder	HSE Instructor	2019 SIPI Convocation/Colloquium	8/19/19 8/20/19	SIPI Campus
James Snyder	HSE Instructor	NMAEA/MPAEA	2/24/20	Tamaya
James Snyder	HSE Instructor	Coaching	May-June 2020	Online
Maude Owen	English Instructor	Career Pathways F2F	10/17 & 18/2019	Catholic Charities
Maude Owen	English Instructor	Career Pathways F2F	12/12/19	Catholic Charities
Maude Owen	English Instructor	Career Pathways Implementation Webinars	7/16/19 12/17/19 1/10/20 1/24/20	Personal Office
Maude Owen	English Instructor	2019 SIPI Convocation/Colloquium	8/19/19 8/20/19	SIPI Campus
Maude Owen	English Instructor	NMAEA	2/24/20	Tamaya
Maude Owen	English Instructor	SIPI Professional Development	5/22/20 5/5/20	SIPI Campus
Bobbi Brown	Secretary, Developmental Education	AICF Summer Convene	7/7/19 – 7/9/19	Hyatt Conference Center Denver CO
Bobbi Brown	Secretary, Developmental Education	2019 SIPI Convocation/Colloquium	8/19/19 8/20/19	SIPI Campus
Melanie Bartholomew	Adjunct Reading Instructor	SARA Pilot Program from ETS	8/8/19	Online
George Sieg	Adjunct Faculty ABE, Business & Liberal Arts	Professional Development Kickoff w/Stephanie Owen	10/18/19	SIPI Campus
George Sieg	Adjunct Faculty ABE, Business & Liberal Arts	Southwest Popular/American Culture Association 40 th Anniversary Conference as Area Chair of Esotericism & Occultism	2/20/19 - 2/23/19	Hyatt Regency Albuquerque

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Mechelle Crazy Thunder	Academic Support Counselor	Higher Learning Commission – Student Success Academy	10/11/19	St. Charles, IL
Mechelle Crazy Thunder	Academic Support Counselor	Innovative Educator	Ongoing	Online
Mechelle Crazy Thunder	Academic Support Counselor	NMCCEE Meeting	11/22/19	UNM
Michelle Crazy Thunder	Academic Support Counselor	Integrated Advising Training	11/14/19-11/15/19	SIPI
Christopher Harrington	Department Chair	Professional Development Kickoff w/Stephanie Owen	10/18/19	SIPI Campus
Christopher Harrington	Department Chair	2019 SIPI Convocation/Colloquium	8/19/19 8/20/19	SIPI Campus
Christopher Harrington	Department Chair	NMAEA	2/24/2020	Tamaya

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

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

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

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

0

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

0

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

0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
12,860 sq ft	Federal facility	

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

(Please cite the source document for the amount)

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2019-2020.

Source	Amount
American Indian College Fund/ Dollar General Literacy Grant	\$56,250.00
American Indian College Fund/ Dollar General Literacy Grant travel Grant	\$1700.00
Career Pathways Challenge Grants pt. 1 and 2	\$13,000.00 & \$15,000.00

B. Program Income Activities

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

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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

Student:

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

Select Reporting System:

NRS FY 19-20

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	12	9	0	0	0	0	0	0	0	0	0	0	0	0	21
ABE Level 2	58	60	0	0	0	0	0	0	0	0	0	0	0	0	118
ABE Level 3	30	57	0	0	0	0	0	0	0	0	0	0	0	0	87
ABE Level 4	13	22	0	0	0	0	0	0	0	0	0	0	0	0	35
ABE Level 5	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	113	149	0	0	0	0	0	0	0	0	0	0	0	0	262

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

** See definitions for ethnicity/race categories.

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 19-20

Agency: Southwestern Indian Polytechnic Institute

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	16	32	0	0	0	0	0	0	0	0	0	0	0	0	48
19-24	68	87	0	0	0	0	0	0	0	0	0	0	0	0	155
25-44	29	25	0	0	0	0	0	0	0	0	0	0	0	0	54
45-54	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4
55-59	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	113	149	0	0	0	0	0	0	0	0	0	0	0	0	262

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

Student:

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

Select Reporting System:

NRS FY 19-20

Agency: 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
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	3	0	0	0	0	0	0	0	0	0	0	0	0	1	4
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	3	0	0	0	0	0	0	0	0	0	0	0	0	1	4

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 19-20 ▼

Agency:

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**	48	155	53	4	1	0	261
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	0	1	0	0	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	48	155	54	4	1	0	262

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System: NRS FY 19-20

Agency: Southwestern Indian Polytechnic Institute

Measurable Skill Gains by Entry Level

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

First Period of Participation									All Periods of Participation			
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	21	0	3312	11	0	9	1	52.4	22	11	0	50
ABE Level 2	118	0	20697	52	4	55	7	47.5	123	52	4	45.5
ABE Level 3	87	0	11892.5	20	1	55	11	24.1	92	20	1	22.8

ABE Level 4	35	0	4141.5	6	2	25	2	22.9	36	6	2	22.2
ABE Level 5	1	0	48	0	0	1	0	0	1	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	262	0	40091	89	7	145	21	36.6	274	89	7	35
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	262	0	40091	89	7	145	21	36.6	274	89	7	35

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

- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Enter only the most recent achievement, if attained, per participant in column E or column F. No participant should have an achievement counted in both columns.
- Column G is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column H is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H.
- Column I is calculated using the following formula: $(\text{Column I}) = (\text{Column E} + \text{Column F}) / (\text{Column B} - \text{Column C})$
- Column J is the total number of periods of participation for each participant. A participant may have more than one period of participation.
- Column K is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column L is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column K or column L.
- Column M is calculated using the following formula: $(\text{Column M}) = (\text{Column K} + \text{Column L}) / (\text{Column J})$
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 19-20

Agency:

Southwestern Indian Polytechnic Institute

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

Enter number of participants achieving educational gain at each level.

[illegible]

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	90	71	78.9	44	48.9	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting System:

NRS FY 19-20



Agency:

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	12	2204	11	1	0	91.7
ABE Level 2	72	15859	52	17	5	72.2
ABE Level 3	41	7806	21	15	5	51.2
ABE Level 4	16	2578	6	9	1	37.5
ABE Level 5	0	0	0	0	0	0
ABE Total	141	28447	90	42	11	63.8
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	141	28447	90	42	11	63.8

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

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

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

Student:

NRS Table 4C

Select Reporting System:

NRS FY 19-20

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 equivalent, and periods of participation outcomes.

[illegible]

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0
Grand Total	20	1418	4	0	2	14	20	21	4	19

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

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

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

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

Student:

NRS Table 5

Select Reporting System:

NRS FY 19-20

Agency:

Southwestern Indian Polytechnic Institute

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	120	43	35.8	120	43	35.8
Employment Fourth Quarter after exit *	114	36	31.6	119	39	32.8
Median Earnings Second Quarter after exit **	43	2737.46		43	2737.46	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	8	2	25	8	2	25
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	8	2	25	8	2	25
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	8	2	25	8	2	25

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

Select Reporting System:

NRS FY 19-20 ▼

Agency:

Southwestern Indian Polytechnic Institute

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting System:

NRS FY 19-20 ▼

Agency:

Southwestern Indian Polytechnic Institute

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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

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

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:

NRS FY 19-20 ▼

Agency:

Southwestern Indian Polytechnic Institute

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Student:

NRS Table 11

Select Reporting System:

NRS FY 19-20

▼

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

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.

Student:

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

Select Reporting System:

NRS FY 19-20

Agency:

Southwestern Indian Polytechnic Institute

[illegible]

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

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

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

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

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

☐ The MOU

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

☒ The MOU

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

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

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

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

Monte Forteth

Signature

8/31/18

Date

Monte Forteth for President - SIPI

Printed Name and Title



Workforce Connection of Central New Mexico

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

Agency Contact Information



Workforce Connection of Central New Mexico

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

New Mexico Workforce Connection

A Proud Partner of the American Job Center Network

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



Workforce Connection of Central New Mexico

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

LEGAL AUTHORITY

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

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

PURPOSE

The primary purpose of this Memorandum of Understanding (MOU) is to create a partnership between the Workforce Connection of Central New Mexico (WCCNM) and the American Job Center Partners (Partners) within the counties of Bernalillo, Sandoval, Torrance and Valencia Counties.

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

Vision

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

Mission

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

System Structure

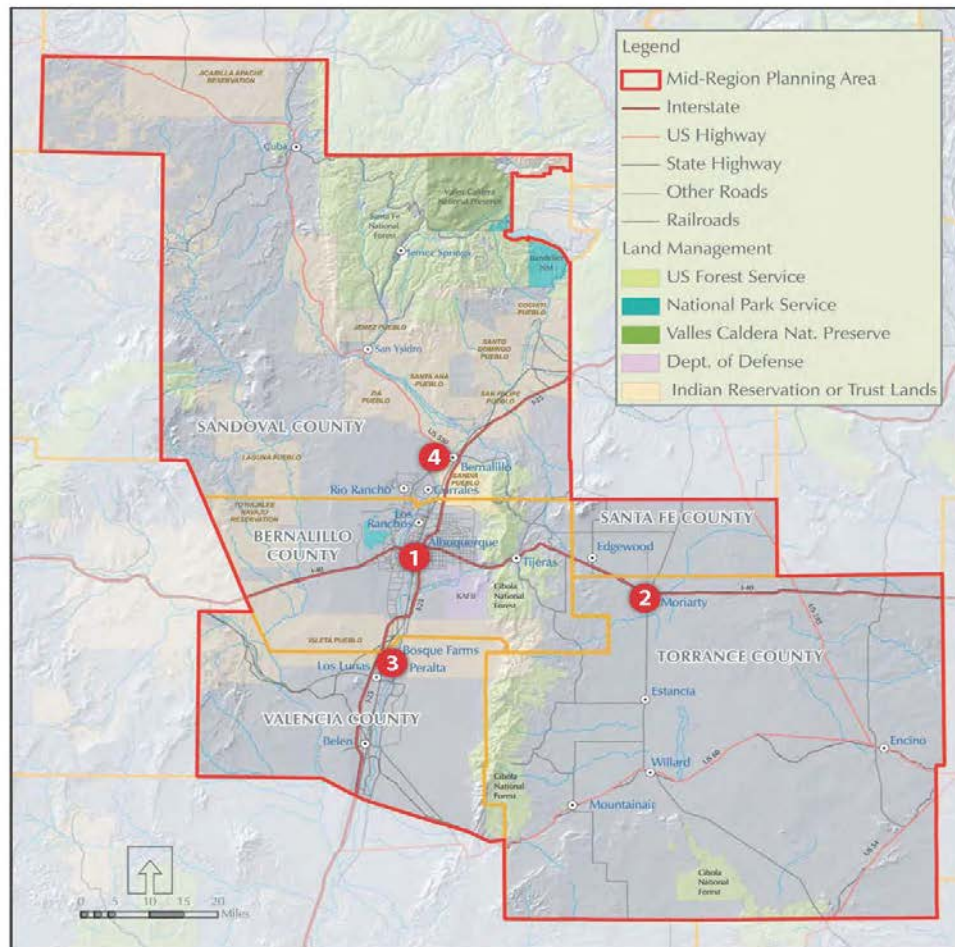
WCCNM American Job Centers

Workforce Connection of Central New Mexico



BUSINESS AND CAREER CENTERS

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



Mid-Region Council of Governments

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

Within the Central Region there is one WIOA comprehensive One-Stop Bernalillo County, three affiliate American Job Centers (AJC) Sandoval, Valencia and Torrance counties. These centers were established under the Workforce Investment Act of 1998 and continued

by the Workforce Innovation and Opportunity Act. All centers offer WIOA Adult, Dislocated and Youth Services, and provide for both staff assisted and self-directed services and access to Unemployment Services via the telephone or through the resource center facilities. Resources available at each WCCNM AJC One-Stop includes, but are not limited to: computers with internet access and the New Mexico Job Service System, fax and copy machines, online job search and career exploration resources, online filing for Unemployment Insurance benefits, labor market information and literature pertaining to careers, job search and training. Staff assisted career services are available to customers who require some staff assistance to include job referral, job development, workshops, resume review, and other reemployment services support.

Office hours for all American Job Centers within the Central Area is Monday through Friday 8:00 AM to 5:00 PM

WCCNM's WIOA Partners

<i>Participating (Co-Located) Required Partners</i> <i>WCCNM's One-Stop America's Job Center</i>					
Partner Program	Partner Organization	Authorization / Category	Signatory Official	Contact Information	One-Stop Center
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner-Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by title III of WIOA, also providing the state's public labor exchange	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us	Bernalillo Sandoval Valencia Torrance
Jobs for Veterans State Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG), authorized under chapter 41 of title 38, U.S.C.	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us	Bernalillo Sandoval Valencia (itinerant)
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)	Secretary Celina Bussey	PO Box 1928 Albuquerque, NM 87103-1928 505-841-8912 celina.bussey@state.nm.us	Bernalillo
WIOA Adult, Dislocated Worker, and Youth Programs	Mid-region Council of Governments, Workforce Connection of Central NM LWDB	WIOA title I Adult, Dislocated Worker, and Youth Programs – WIOA Act of 2014	WCCNM Board Chair Leslie Sanchez	809 Copper Ave. NW, Albuquerque, NM 87102 505-724-3636 leslie@dlenm.org	Bernalillo Sandoval Valencia Torrance

Temporary Assistance for Needy Families (TANF)	NM Human Services Dept,	Temporary Assistance for Needy Families (TANF), authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) ³	Secretary Brent Earnest	Office of the Secretary P.O. Box 2348 Santa Fe, NM 87504 505- 827-7750 brent.earnest@state.nm.us	
Temporary Assistance for Needy Families (TANF)	SL Start (service provider)	Temporary Assistance for Needy Families (TANF), authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) ³	Lisa Roberts, EVP of Operations & Workforce Services	5709 W Sunset Hwy, Suite 100, Spokane WA 99224 208.329.0723 lroberts@slstart.com	Bernalillo
Innovate + Educate	Innovate+Educate	Additional Partner	Jamai Blivin, CEO	228 Griffin Street Santa Fe, NM 87501 (505) 629-7071 jamai.blivin@innovate-educate.org	Bernalillo
Graduate Abq!	United Way of Central NM	Additional Partner	Ed Rivera, President/CEO	2340 Alamo Ave. SE, Suite 200, Albuquerque, NM 87106 505-247-3671 Ed.rivera@uwcnm.org	Bernalillo
Tech-Hire NM	Workforce Connection of Central NM	TechHire Partnership Grants: FOA-ETA-16-01	WCCNM Board Chair Leslie Sanchez	809 Copper Ave. NW, Albuquerque, NM 87102 505-724-3636 leslie@dlenm.org	Bernalillo
NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services	State Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C.720 et seq.), as amended by title IV of WIOA	Joe D. Cordova, Executive Director	435 St. Michael's Dr. Bldg. D Santa Fe, NM 87505 505-954-8500 800-224-7005	Bernalillo
Job Corps	Job Corps	Job Corps, WIOA Title I, Subtitle C	Vicki Wilkins, Center Director	1500 Indian School Rd. NW Albuquerque, NM 87104 505-222-4100 Wilkins.Vicki@jobcorps.org	Bernalillo

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

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

Senior Community Service Employment Program SCSEP	NM Goodwill	Senior Community Service Employment Program (SCSEP), authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.) Required Partner	Mary Best, President/CEO	5000 San Mateo Blvd. NE Albuquerque, NM 87109 505-881-6140 mbest@goodwillnm.org
National Farmworker Jobs Program Employment and Training Grants	Help – New Mexico	National Farmworker Job Program (NFJP) WIOA Sec. 167 Required Partner	Michael Gutierrez, Chief Executive Officer	5101 Copper Ave NE Albuquerque, NM 87108 505-766-4918 Mike.Gutierrez@helpnm.com
Youth Build	Youth Development Inc	Youth Build Grants: SGA-DFA-PY-13-04 Required Partner	Dr. Diego Gallegos, President/CEO	518 1st Street NW Albuquerque, NM 87102 505-212-7442 dgallegos@ydim.org
Adult Basic Education	Adult Education Albuquerque GED	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Gloria Rael, Executive Director	c/o Trumbull Family Resource Center 419 Pennsylvania St. SE, Albuquerque, NM 87108 505-980-2129 gloria@abqged.org
Adult Basic Education	Adult Education Catholic Charities	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	James Gannon, CEO	2010 Bridge Blvd. SW Albuquerque, NM 87105 505-724-4601 gannonj@ccasfnm.org
Adult Basic Education	Adult Education Central New Mexico Community College – CN	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Wanda Helms, CNM Controller	Business Office 525 Buena Vista SE Albuquerque, NM 87106 505-224-3457 whelms@cnm.edu
Adult Basic Education	Adult Education Santa Fe Community College	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program Required Partner	Letty Naranjo, Director	Adult Education 6401 Richards Ave. Santa Fe, NM 87508 505-428-1330 Letty.naranjo@sfcc.edu
The Southwestern Indian Polytechnic Institute Adult Education Program is designated as a Native American Program and are exempt from mandatory contribution. Therefore, no costs will be allocated to the Southwestern Indian Polytechnic Institute Adult Education Program.				
Adult Basic Education	Adult Education Southwestern Indian Polytechnic Institute	WIOA title II Adult Education and Family Literacy Act (AEFLA) Program	Sherry Allison, President	9169 Coors Blvd. NW Albuquerque, NM 87120 505-792-2976 sherry.allison@bie.edu

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

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

TERMS and CONDITIONS

Services

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

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

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

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

Roles Responsibilities

All Parties to this agreement shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);
- Section 504 of the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;

- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188;
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603);
- all amendments to each; and
- all requirements imposed by the regulations issued pursuant to these acts.

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

Additionally, all Parties shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers; and
- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

Chief Elected Official (CEO)

The CEO'S for the WCCNM will:

- In Partnership with the WCCNM and other applicable Partners within the planning region, develop and submit a single regional plan that

includes a description of the activities that shall be undertaken by the WCCNM and their Partners;

- Approve the WCCNM's budget and workforce center cost allocation plan;
- Approve the selection of the one-stop operator following the competitive procurement process; and
- Coordinate with the WCCNM to oversee the operations of the Central Region's American Job Center network.

WCCNM

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

- In Partnership with the CEO's and other applicable Partners within the Central Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by WCCNM and their Partners;
- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;
- In cooperation with the Local CEO's design and approve the WCCNM - American Job Center network structure. This includes, but is not limited to:
 - Adequate, sufficient, and accessible one-stop center locations and facilities;
 - Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities);
 - A holistic system of supporting services; and
 - A competitively procured one-stop operator.
- In collaboration with the CEO's, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s);
- Determine the role and day-to-day duties of the one-stop operator;

- Approve annual budget allocations for operation of the American Job Center network;
- Assist the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the WCCNM's American Job Center network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the WCCNM and one-stop operator.

One-Stop Operator

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

Responsibilities may include:

Community and Partnership Development

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

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

Implementation and Compliance

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

Business Services

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

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

Specific activities include:

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

The One-Stop operator will not assist in the development, preparation and submission of Local plans. They cannot manage or assist in future competitive processes for selecting operators or select or terminate one-stop operators, career services providers, or Youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities of the WCCNM. WCCNM is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

Partners

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement and to pursue acquiring Certified Workforce Development Professional (CWDP) certification for partner staff.

Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator;
- Joint planning, policy development, and system design processes,
- Commitment to the joint mission, vision, goals, strategies, and performance measures;
- The design of assessment, referral, and case management processes,
- The use of data sharing methods, as appropriate;
- Leveraging of resources, including other public agency and non-profit organization services;
- Participation in a continuous improvement process designed to enhance outcomes and increase customer satisfaction; and
- Participation in regularly scheduled Partner and coordination meetings to exchange information in support of the above and promote program and staff integration.

Data Sharing

Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers.

Partners further agree that the collection, use, and disclosure of customers' personally identifiable information (PII) is subject to various requirements set forth in Federal and

State privacy laws. Partners acknowledge that the execution of this MOU, by itself, does not function to satisfy these requirements.

All data, including customer PII, collected, used, and disclosed by Partners will be subject to the following:

- Customer PII will be properly secured in accordance with the Local WDB's policies and procedures regarding the safeguarding of PII;
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws;
- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603;
- All personal information contained in Vocational Rehabilitation records must be protected in accordance with the requirements set forth in 34 CFR 361.38;
- Customer data may be shared with other programs, for those programs' purposes, within the WCCNM's American Job Center network only after the informed written consent of the individual has been obtained, where required;
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations; and
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)).

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

Confidentiality

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

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

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

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

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

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

Referrals

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

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the WCCNM American Job Center network;
- Develop materials summarizing their program requirements and making them available for Partners and customers;
- Develop and utilize eligibility determination, assessment, and registration forms / processes;
- Provide substantive referrals – in accordance with the WCCNM Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and

- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

Accessibility

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

Physical Accessibility

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

Virtual Accessibility

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

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

Communication Accessibility

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

Programmatic Accessibility

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

Outreach

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

- Specific steps to be taken by each partner;
- An outreach plan to the region's human resources professionals;
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need;
- An outreach and recruitment plan for out-of-school youth;
- Sector strategies and career pathways;
- Connections to registered apprenticeship;
- A plan for messaging to internal audiences;
- An outreach tool kit for Partners;
- Regular use of social media;
- Clear objectives and expected outcomes; and
- Leveraging of any statewide outreach materials relevant to the region.

Dispute Resolution

The following section details the dispute resolution process designed for use by the Partners when unable to successfully reach an agreement necessary to execute the MOU. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a

point of resolution. It is the responsibility of the WCCNM Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process:

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

Monitoring

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

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

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

Non-Discrimination and Equal Opportunity

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

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

Indemnification

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

Severability

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

Drug and Alcohol-Free Workplace

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

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

Certification Regarding Lobbying

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

Debarment and Suspension

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

Priority of Service

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

Buy American Provision

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

Salary Compensation and Bonus Limitations

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

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

Non-Assignment

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

Governing Law

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

Steps to Reach Consensus

1. Notification of Partners

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

2. Kickoff Meeting

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

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

3. Negotiations

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

4. Draft MOU

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

5. Review and Comment

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

6. Finalized Draft

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

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

MOU Modification Process

1. Notification

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

2. Discussion/Negotiation

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

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

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the WCCNM, wherein the new party assumes all of the rights and

obligations of the original party. Upon execution, the WCCNM Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

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

3. Signatures

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

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

Termination

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

- All Parties mutually agree to terminate this MOU prior to the end date;
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU;
- WIOA is repealed or superseded by subsequent federal law;
- Local area designation is changed under WIOA; and
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days¹⁵ after receiving written notice from the WCCNM Board Chair (or designee) specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately.

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

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

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

Effective Period

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

One-Stop Operating Budget

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

- Establishes and maintains the Local workforce delivery system at a level that meets the needs of the job seekers and businesses in the local area;
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness);
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs; and
- Ensures that costs are appropriately shared by WCCNM's American Job Center Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received. This requires that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this one-stop operating budget the master budget that is necessary to maintain the WCCNM's American Job Center network. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA),
- Career services, and
- Shared services.

All costs must be included in the MOU, allocated according to Partners' proportionate use and relative benefits received, and reconciled on a quarterly basis against actual costs

incurred and adjusted accordingly. The one-stop operating budget is expected to be transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair.

The annual Operating Budget estimated costs will be developed on an annual basis and distributed to all partners for review and planning prior to the beginning of each Program Year.

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



New Mexico Higher Education Department

Statewide Career Pathways Initiative

Career Pathways Planning System FY20

PURPOSE OF STATEWIDE INITIATIVE:

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

RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

Adult Education Services:

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

Career Pathways:

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

Name of Program: Southwestern Indian Polytechnic Institute

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

Integrated Education and Training (IET):

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

DEFINITION OF JUSTICE-INVOLVED INDIVIDUALS:

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

PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:

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

Name of Program: Southwestern Indian Polytechnic Institute

Please identify members of the team who developed this plan:

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

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

Chris Harrington
James Snyder
Luri Owen
Tawna Harrison

CAREER PATHWAYS PLAN:

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

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

3-Step Process:

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

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

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

Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 1: Partnerships

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

Considerations -

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

Current Activities:

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

--NM Dept of Higher Education (Adult Basic Education Department)
--Workforce Solutions

Planned New Activities:

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

--strengthen cooperation with Workforce Solutions
--Develop partnerships with
 SIPI Dormitories (separate department at SIPI
 under Student Services Division)
 SIPI Academic Programs (departments outside
Adult Basic Education)
 Youth Development Incorporated (YDI)
 Other community partners TBD

Plan:

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

--meet with Workforce Solutions on Nov. 20, 2019, to plan for Workforce Office Hours on our campus 2x weekly beginning in Spring 2020 --develop template for working agreements with new on-campus partners
--develop template for working agreements with new off-campus partners

Timeline:

--11/20/2019 Meet with Workforce Solutions

Creating A Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 1: Partnerships

	--12/2019 Contact potential new partners for initial contact and invite guest speakers for Spring 2020
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Creating a Comprehensive Career Pathways Model

Gap Analysis and Plan

Essential Component 2: Career Culture

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

Considerations -

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

<u>Current Activities:</u>	<u>Planned New Activities:</u>
Include a list of what the program already does to create a career pathways culture.	Include a list of what the program could do to enhance a career pathways culture.
--during orientation/onboarding, new students get a brief introduction to the certificate/degree programs on campus (Vision Care, Culinary Arts, Early Childhood Education, CAD-D, Environmental Management, Natural Resources, Pre-Engineering, Business, Accounting)	--create College and Career Success (CACS) curriculum that teaches soft skills, offers mini-internships and volunteer training at various non-profit agencies, and allows exploration of possible careers tied to the certificate/degree programs

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 2: Career Culture

Plan: Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Include what the program will do specifically to create or enhance a career pathways culture in the program.	Timeline:
--continue presentations during orientation/onboarding --design CACS topical lectures to be delivered 1x weekly by invited speakers from our partners --design weekly mentoring sessions with small-group reflection and assignments related to the topical lecture --incorporate construction of Workforce Solutions e-portfolios during mentoring sessions	--Fall 2019 planning --Spring 2020 launch CACS pilot including mentoring sessions --Fall 2020 formalize CACS curriculum through SIPI approval processes

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Essential Component 3: Labor Market Information (LMI)

Description: Career Pathways systems are driven by local labor market information. Labor market information describes current and projected local workforce needs. This information can be helpful when guiding students with career planning as well as with planning instructional services and IET programs. It is important that programs analyze and utilize labor market information to design and implement career pathways models. New Mexico’s Labor Market Information can be found at https://www.dws.state.nm.us/ .	
Considerations – <ul style="list-style-type: none"> Engage employers that align with local workforce needs. Share labor market information with students to help inform their career goal-setting and planning. Develop contextualized instruction and IET programs in in-demand industries. 	
Current Activities:	Planned New Activities:

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Essential Component 3: Labor Market Information (LMI)

Include an analysis of local LMI, i.e. what the current and projected local workforce needs are. Include a list of how the program currently uses LMI to inform career pathways efforts.	Include a list of how the program will use LMI to inform career pathways efforts (either enhancing what is already being done, or beginning to use this information if it is not being used currently in a meaningful way).
<p>--ad hoc career exploration in various classes that considers careers in urban areas and across the state as well as in Indian Country (LMI data for reservations is limited to non-existent)</p>	<p>--As part of their CACS mentor group, SIPI Adult Ed students will research and gather LMI on their own reservations nationwide, thereby contributing toward the creation of a database (based at SIPI) of LMI data for reservations across the U. S.</p>
Plan: Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.	Timeline:
<p>--Design a project for the CACS mentor groups that includes having students explore employment opportunities on the websites of the employment offices of their respective tribes as well as the website of the businesses and corporations currently operating on their reservations and relate these employment opportunities back to the education opportunities at SIPI and the skills they are learning in their CACS class. Identify barriers to employment specific to various tribes.</p>	<p>--January 2020 Determine the components of the project</p> <p>--February 2020 Train mentors on the presentation and process of the project</p> <p>--March 2020 Mentors present the project to students</p> <p>--April 2020 Students complete the project and compile the data from the tribes represented in the CACS class</p>

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Essential Component 3: Labor Market Information (LMI)

	<p>--May 2020 Incorporate feedback from mentors and students to fine-tune the project</p> <p>--Summer 2020 Repeat the above steps</p> <p>--Fall 2020 Repeat the above steps as part of the formalized class</p> <p>--Spring 2021 Evaluate the database with help from Data Science faculty</p> <p>--Summer 2021 Initial LMI projections based on data gathered by students</p>
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Essential Component 4: Onboarding: Intake, Assessment and Orientation

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

Considerations -

- Have students register with Workforce Connection: <https://www.jobs.state.nm.us/vosnet/Default.aspx>
- Provide student enrollment through both managed and open enrollment approaches.
- Integrate career-related assessments and opportunities for career exploration.
- Use career pathways maps/visuals to illustrate career advancement.

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Essential Component 4: Onboarding: Intake, Assessment and Orientation

- Identify support services to enhance persistence and the probability of success.
- Have a comprehensive orientation process, such as a Start Smart course, with all necessary onboarding elements. Once the orientation is complete, students then begin instruction.

<u>Current Activities:</u> Describe the program's current onboarding process. Provide a list of all elements of the process, including any career-related activities.	<u>Planned New Activities:</u> Describe what the new process will look like, if any changes will be made to the onboarding process. Provide a list of career-related activities the program will include.
--All new SIPI students participate in a multi-day campus orientation immediately preceding the beginning of the trimester that includes Accuplacer testing and completion of COPS assessment --ABE students take TABE during the first week of the trimester --ABE students register with Workforce Solutions at the middles of the trimester for skills and career guidance	--team will discuss Onboarding modifications in November 2019
<u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	<u>Timeline:</u>
--Administer TABE to all incoming students during Orientation week --Enroll all developmental level students in CACS during their first trimester at SIPI --Begin scheduling individual student appointments with first year counsellor during Orientation week	--November 2019: Initial discussion of modifications to Onboarding January 2020: administer TABE to all incoming students January 2020: enroll pilot group of incoming students in CACS 100 large group and small group classes

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Essential Component 4: Onboarding: Intake, Assessment and Orientation

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Essential Component 5: Individual Education, Career and Life Plans

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

Considerations –

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

Current Activities:

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

Planned New Activities:

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

--no formalized process

--students will develop their IECLPs as part of their CACS mentor groups

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each students, and how students will be involved in creating and using their individual plan.

Timeline:

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Essential Component 5: Individual Education, Career and Life Plans

--design an IECLP curriculum piece for the CACS mentor groups	--November 2019 determine format for IECLP --December 2019 develop IECLP information for mentors --January/February 2020 mentors present IECLP information to mentor groups --April 2020 CACS students complete IECLPs
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Essential Component 6: Career Advising

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

Considerations -

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

Current Activities:

Planned New Activities:

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Essential Component 6: Career Advising

Include a description of how career advising services are currently provided by the program, if they are being provided at all. Include how often students connect with advising services and how the student's Individual Education and Career Plan is used in the advising process.	Include a description of how career advising services will be provided by the program (either getting started, if it does not currently exist; or strengthened, if it already exists). Include how often students will connect with advising services and how the student's Individual Education and Career Plan will be used in the advising process.
--All new SIPI students meet with the first-year counselor to discuss COPS results	--Mesh COPS results with Workforce Solutions skills assessment
<u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.	<u>Timeline:</u>
--Research correspondences between COPS and Workforce Solutions skills assessment --Arrange for first-year counselor to meet with CACS students during their mentor sessions before the end of the fourth week of the trimester	December 2020 Research correspondences December/January 2020 Coordinate with first-year counselor

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

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

Considerations -

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

<p><u>Current Activities:</u> Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.</p>	<p><u>Planned New Activities:</u> Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.</p>
<p>--no formal contextualized instruction about employment or job training</p>	<p>--Students participate in service-learning projects/volunteer opportunities</p> <p>--Students participate in volunteer training with other community members at local non-profit agencies as an opportunity for training with an expectation of delivery of a specific set of skills (customer service, newsletter production, event planning, etc.)</p>
<p><u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.</p>	<p><u>Timeline:</u></p>
<p>--create list of local volunteer organizations</p> <p>--contact volunteer coordinators</p> <p>--create list of volunteer needs matched to organizations</p> <p>--divide mentor groups among organizations and schedule training</p> <p>--students complete training</p> <p>--students reflect on their training experiences and the skills they learned</p>	<p>November/December 2019 create list and contact coordinators</p> <p>December 2019/January 2020 create needs</p>

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

	<p>list matched to organizations</p> <p>January 2020 divide mentor groups among organizations and schedule training</p> <p>February-March 2020 students complete training</p> <p>April 2020 students complete reflections and upload to e-portfolio</p>
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Essential Component 8: Alignment of Services

Description: WIOA requires a seamless education and training pipeline in a local area or region.; therefore, programs should work to ensure the services they provide align to next steps students take when they leave the program. This includes transitioning into employment, post-secondary programs, and advanced job training without the need for remediation.

Considerations –

- Offer a curriculum that covers all of the College and Career Readiness Standards.
- Intentionally integrate workforce preparation (soft skills) into the instruction as these are skills employers demand.
- Determine the content of remedial courses offered by local post-secondary programs and ensure students acquire and master those skills.
- Identify the skills needed for many entry level positions and ensure the program helps students acquire and master those skills.
- Use LMI to inform career pathways efforts.

Current Activities:

List what strategies the program currently uses to ensure alignment of services.

Planned New Activities:

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

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Essential Component 8: Alignment of Services

<p>--Students enrolled in SIPI's ABE program often matriculate into the institution's certificate and diploma programs</p>	<p>--provide opportunities for ABE students to interact with students and faculty from SIPI's certificate and diploma programs during some of their small-group meetings</p> <p>--solicit input from students and faculty in those programs about what to emphasize in the online portfolios to enhance the opportunities of becoming successful job candidates in a particular field</p>
<p><u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p>	<p><u>Timeline:</u></p>
<p>--invite individual faculty to drop in to the small groups during a particular week to get acquainted with ABE students and answer questions</p>	<p>Spring 2020 identify weeks, match to programs, issue invitations to faculty</p>

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Essential Component 9: Serving Populations with Barriers to Employment

Description: WIOA requires programs give priority of services to the "hardest to serve" and "most in need". This requires that programs prioritize services to populations with barriers to employment, including the lowest-skilled adults, adults with disabilities, and justice-involved individuals.

Considerations -

- Provide screening for barriers to employment during the onboarding process, i.e., learning disabilities screening, support services checklist, etc.

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Essential Component 9: Serving Populations with Barriers to Employment

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

<u>Current Activities:</u> Describe how the program currently accesses and provides services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.	<u>Planned New Activities:</u> Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served. Include what will be added or strengthened.
--SIPI students are exclusively Native American or Alaska Native; many are non-traditional students and single parents; many are first-generation college students	--as students meet individually with the first-year counsellor, identify specific individual barriers to employment --in the small groups, identify and discuss barriers to employment that affect many people and brainstorm ways to overcome them in particular labor markets --in both large group and small group settings, talk explicitly about how to address prior incarceration in a job interview
<u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.	<u>Timeline:</u>
--include specific discussion about barriers to employment with each student --as information emerges about employment barriers affecting specific tribes/reservations, incorporate those barriers and ways to address them in small group discussions --make emerging information available to all small groups --while maintaining confidentiality, make information available to all students in group settings about how to address prior incarceration in a job interview	Spring 2020: begin identifying barriers with students during meetings with first year counsellor Spring 2020: collect emerging information about barriers affecting specific tribes and share it among small groups Ongoing: continue to collect and share information about barriers

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Essential Component 9: Serving Populations with Barriers to Employment

	<p>affecting specific tribes in small groups</p> <p>1x or more per trimester: talk explicitly about addressing prior incarceration in job interviews</p>
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Essential Component 10: Support Services

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

Considerations -

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

Current Activities:

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

--Students enrolled in SIPI's ABE program have access to all support services on the SIPI campus

Planned New Activities:

Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.

--formalize the relationship between the SIPI dormitories and the ABE program to formalize the criteria to be met in order for students to maintain residence in the dormitories

--provide office space for Workforce Solutions to hold office hours in the ABE department twice each week

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Essential Component 10: Support Services

<u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.	<u>Timeline:</u>
--work with dormitory personnel to develop clear criteria for ABE students to maintain their residence in the dormitories --coordinate with Workforce Solutions to determine days and hours that Workforce Solutions representative will be available on campus	November 2019 brainstorm preliminary criteria November 20, 2019 meeting with Workforce Solutions re: campus representative December 2019 meet with dormitory personnel January 2020 working agreement established between ABE department and dormitories

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Sustainability

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

Considerations –

- How will career pathways efforts resulting from this statewide initiative be extended beyond the terms of this initiative?
- Determine when staff will come together to discuss progress of this Career Pathways Plan (review and revise for continuous improvement).

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Sustainability

- Establish performance measures that will be monitored to determine success of career pathways efforts.
- Create written policies and procedures to institutionalize new practice once it is proven successful.
- Identify professional development needs that will ensure the Career Pathways Plan is successful.

<u>Plan:</u> Include a step-by-step action plan on what the program will do to ensure sustainability of this Career Pathways Plan. Be sure to include at least 3 <u>specific</u> professional development needs the program anticipates for its staff in the coming year to support the success of this Career Pathways Plan.	<u>Timeline:</u>
<p>--establish a robust CACS class with 2 weekly meetings: a large-group topical presentation with invited speakers followed later in the week by mentored small-group meetings to work on projects and assignments related to the topical presentation</p> <p>--establish relationships with local non-profit agencies to provide training and mini work experiences</p> <p>--professional development needed: how to design and grow a database; training on the College and Career Readiness Standards for all ABE instructors; designing effective working agreements that ensure partner participation with our program</p>	<p>November-December 2019 design pilot for CACS class and mentor groups</p> <p>November 2019-February 2020 relationship building with local non-profits</p> <p>Ongoing professional development</p>