



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

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

2018-2019

Please email reports to:

adult.education@state.nm.us

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

**Reporting Deadline
September 3, 2019**

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

Annual Program Report

2018-2019

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 2018-2019 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: Southwester 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: 2018-2019

Submission Date: August 30, 2019

Program Director, Manager, or

Coordinator Name: Christopher Harrington

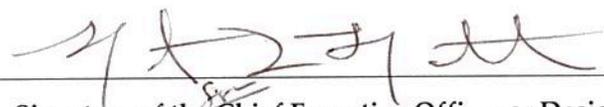
Contact Information: Phone: 505-346-2364

Email: Christopher.Harringt@bie.edu

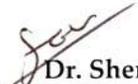
Alternate Contact Name: Valerie Montoya

Contact Information: Phone: 505-346-2330

Email: Valerie.Montoya@bie.edu


Signature of the Chief Executive Officer or Designee

August 30, 2019
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 2018-2019 program year. Discuss your program's progress in meeting each of these goals.
2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. How have these collaborations supported your program's goals?
3. Describe your participation in any statewide initiatives and how that participation has supported your program's goals.
4. Describe your program's enrollment and attendance policies and procedures and how these practices impact your program goals.

Provide a general report of program goals for the year and how the program is progressing toward these goals.

The Southwestern Indian Polytechnic Institute's Adult Developmental Education department houses the Adult Basic Education (ABE) program and the High School Equivalency (HSE) program. The department offers remedial English, math, reading, and high school equivalency preparation classes on a trimester schedule. 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, the most recent year's enrollment was less than 90 students in the Fall and Spring trimesters plus 33 during the summer 2018 and 37 during the summer 2019 trimester.

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

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

Each program at SIPI, including the ABE program, has goals and learning objectives that are aligned with SIPI's institutional mission. The various ABE curricula includes: 1) assists adults in becoming literate; 2) obtaining knowledge and skills necessary for employments and self-sufficiency; 3) obtaining knowledge and skills necessary for entering and being successful in postsecondary training or education. The conferring of educational skills necessary to complete their secondary school education is congruent with SIPI's mission as an associate degree granting two year college.

Almost 5 years ago, SIPI regained its accreditation by the Higher Learning Commission. During this accreditation last accreditation process, the institution as a whole has become more aware of needs from each unit within its doors and to use data driven decision making. The HSE/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. This next academic year will be the fifth year since accreditation for the HSE program and third year operating with the assistance of a grant from Dollar General Literacy Foundation administered by the American Indian College Fund. There has been a steady increase in enrollment and success rate during this period for the HSE certificate program and the intention will be to generate a comprehensive evaluation of all aspects of this program during this upcoming year.

Another way to assure continuous program improvement is that SIPI now has an assessment cycle on a yearly basis which requires all programs to submit yearly assessment reports to the Institutional Research Office for review. This assessment process involves instructional staff using data from our students' performance on TABE assessments, course assessments, and indirect measures then using the data to develop strategies and action plans to work on improving the outcome of the previous year for continuous improvement. Each year, goals are set which will be addressed in the next cycle of assessment. This process can assist the instructors on developing improvements on what is working within their instructional content and methods. This past year, these course evaluations have been carried out for all ABE programs and the third cycle of feedback finished during the summer of 2019.

Some of the information from these assessment reports for this current period show that our previous ABE math curricula with the modularization of MATH 100 has had a dramatic increase in student completion of the course. Over the past two years 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 improvement in this metric. The MATH 99A has been turned into math and math lab course since the Fall of 2018. We are seeing good results so far and will continue to gather data on as we continue with this new math course.

This year also saw several modifications and improvements in our academic counseling and tutoring resources. Last year we opened facilities for specialized English and mathematics learning centers in newly improved facilities on campus during the spring of the previous FY. Last year (2017-2018) was the first full year staffing these facilities and now scheduled lab courses to encourage that student utilize the services has been instituted. Last summer semester was the second 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. These strategic improvements were planned during 2016 and implemented throughout the 2017-2018 fiscal year. This program started during the second half of the summer 2017 trimester. The students involved in this pilot program had improved success and retention into college level coursework and this program and are being followed through graduation hopefully in 2019- & 2020. The initial success of this program was used to justify repeating it last summer. Over the next couple years it is assumed that this will become a regular component of the SIPI ABE program.

Regarding the continued increase in enrollment for the college, there are plans in several programs to create a stronger marketing and information campaign during the upcoming year to remedy this issue. SIPI has recently hired a full time recruitment officer and begun staffing a recruitment office that it is hoped will improve the

number of native students seeking out our educational services. SIPI has also come up with a Strategic Enrollment Management plan to be implemented in the next five years. The fall of 2018 saw a 10% increase from the same time in 2017. It can be hoped that this is the start of a trend though at this rate it will still be several years before enrollment returns to our 2012 benchmarks. Spring of 2019 saw numbers slightly higher than the spring of the previous year and in an attempt to increase enrollment several community recruitment events were held to spread the word of the existing programs at SIPI our exceptional and increasing success rate and our tuition rates that have not increased in more than a decade. We have also seen a remarkably higher enrollment for the Fall 2019 trimester over the Fall 2018 trimester.

Finally, 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 two year 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 2018-19 FY with 90% of first time HSE students passing at least one sub-test of the HiSET these students almost always re-enroll and to this point on 4 students in the past three years have passed one component without eventually passing all components. The spring and especially the summer finally seem the hoped for enrollment increase both trimesters had the largest initial enrollment in these trimesters in the past 7 years. Applications for the upcoming fall are the highest in a decade. Success rates for students in the HSE program attaining the HSE certificate have increased to over 70% and sometimes as high as 90%

Section II. Student Data 2018-2019

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

- your total program
- each satellite site

| | Total Program | Site: | Site: | Site: | Site: | Site: |
|--|---------------|-------|-------|-------|-------|-------|
| Total count of students with fewer than 12 hours (Table 2A) | 12 | NA | NA | NA | NA | NA |
| Total count of students with 12 + hours | 178 | NA | NA | NA | NA | NA |
| Total contact hours for students with 12 + hours | 33459 | NA | NA | NA | NA | NA |
| Average contact hours for students with 12 + hours | 188 | NA | NA | NA | NA | NA |
| Average contact hours for students with 12 + hours experiencing level gains | | NA | NA | NA | NA | NA |
| Count of all HSE graduates with 12 + hours | 23 | NA | NA | NA | NA | NA |
| Count of HSE en Español graduates with 12 + hours | 0 | NA | NA | NA | NA | NA |
| Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4) | 77% | NA | NA | NA | NA | NA |
| Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4) | 0 | NA | NA | NA | NA | NA |
| Percent of ABE students with 12+ who separated before achieving MSG (Divide Column F ABE Total on Table 4 by Column B ABE Total on Table 4) | 36% | NA | NA | NA | NA | NA |
| Percent of ESL students with 12+ who separated before achieving MSG (Divide Column F ESL Total on Table 4 by Column B ESL Total on Table 4) | 0 | NA | NA | NA | NA | NA |
| 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) | 81% | NA | NA | NA | NA | NA |
| Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total) | 0 | NA | NA | NA | NA | NA |
| Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program. | 0 | NA | NA | NA | NA | NA |
| Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program. | 0 | NA | NA | NA | NA | NA |

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

Section III. Evaluation of Program Effectiveness

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

1. What approaches does your organization use to improve performance?
2. Describe notable outcomes, both positive and negative, you have observed in your program data.
3. How does your organization share promising practices among your program sites?
4. Describe program improvement initiatives you plan to pursue.

Last FY saw first use of the Accuplacer exam used successfully by many other ABE programs in the state to assist along with the TABE assessment to place students in the ABE level classes that best fit their level of academic development. Since this test was new to SIPI in 2016 the feedback from students during the first six trimesters of use have been needed to be calibrated this test to the particular course offerings at SIPI ABE. This last year these two tests were calibrated in practice and it is hoped that they are becoming increasingly effective for placement. The TABE test which has been used to both assess student entry level and learning has been used to help with placement of ABE students into the appropriate course levels for years. This has been revisited over the past year since SIPI first started using online TABE in 2016 and this FY is the only the second when this has been the exclusively used method of TABE assessment. Recently to make this process even more complicated the TABE form 9&10 test that was being calibrated against the Accuplacer has been updated to the TABE Form 11&12.

There have been numerous glitches in this process during the past year as the software vendor for online TABE has changed. While continuous effort has been made to crosswalk Accuplacer and TABE at SIPI this will be a continuous process for the next year as well since TABE form 11&12 this year is giving results that differ from TABE 9&10 last year. There was some pilot assessment done of our SIPI ABE students during the last semester of FY 2017-2018 but these students were assessed with both hard copy tests while only the old form was used for their recorded LACES assessment. Presently the first year of data from the TABE form 11&12 is in and there have been across the board changes in scores. The average NRS levels of SIPI students at entry has decreased by about one NRS level though the percentage of students demonstrating level gains is about the same. There apparently in no good comparison between TABE Form 9&10 and Form 11&12 though within these forms students are consistent.

One of the advantages of using the online TABE assessment is that these assessment allows for a little more complete assessment of all students in SIPI ABE classes. Previously, since the paper and pencil assessment test used so much of a student's time, SIPI would only assess those students who were formally ABE level students. Explained in our ongoing improvements section above, up to half of the students in many of the Math 100 classes are students who have already matriculated into college level classes. This meant that in those classes we might only conduct pre- and post-testing on a small portion of the students in the class. Now using the online test we have much better sampling of student outcomes to evaluate the effectiveness of the continuously evolving curricula. This will help us have better assessment metrics for all of our ABE transitional classes.

There has been a very significant downward shift in the assessed entry and exit levels of students over the first semester of the 2018-2019 year, but this is not yet knowable if this was a result of inaccuracies in the old or new form. We assume that the TABE 11&12 is giving a more accurate assessment of our entering students against most recent K-12 leaning benchmarks but it will take a year or two to modify course curricula to address this new data. SIPI has also actively promoted practice testing for those students taking the TABE test for the first time and prior to sitting for their first session. This seems to have helped students have less test anxiety during their first testing attempt.

Some other changes that have been systemic, have been with the scheduling of classes. Previous to the 2016-2017 FY almost all ABE classes were one our classes taught 5 days a week. In the past two years there has been a shift to class schedule to be more like the two and three day weekly schedule that upper division classes employ. This is hoped to improve access for student that work part time and also to better prepare student for college like course schedules. The 2018-2019 FY will be the second year of this initiative as we have been evaluating which format works better for our ABE students and does it really assist them with transition to college because the class schedule more emulates a college level course schedule.

Now that there is a sense that we have worked the problems out of this scheduling change we have just finished an initiative to formalize our class schedules for the next two upcoming academic years. It is felt that this will help prospective students better understand the time commitment that they will need to complete ABE classes and matriculate into one of our degree granting programs. This may also assist prospective students with the employer negotiations often needed for adult student to return to school. For now we have a feeling that this effort is a best practice even if we will take another year to see if there is real benefit from it. We have also begun to make ABE courses available to working students such as having classes in the evening and on weekends as well as distance education. SIPI hopes to offer more ABE courses in these formats as the need for the community grows to offer my courses available to the non-traditional student.

During the recent years the division of the Introduction to Algebra transitional level math courses at SIPI, into a wide range of half semester classes and remediation has reached maturity. This system was piloted during the 2015-2016 FY and it was seen to both improve student success rate in this transitional class and their success once matriculated into college level Intermediate Algebra. This is considered to be very promising to increase the success rate of SIPI ABE students completing Math 100 in one and a half semesters who used to require two full terms. SIPI is in the midst of broadening this breakdown of our ABE math curriculum into smaller units and eventually our math curriculum may become a modular approach that best fits the individual needs of a wide range of students.

Since March 2019, SIPI's STEM Lab has recorded over 4,000 visits. From these visits, approximately half of them have been from ABE students. Students in MATH 100 are required to register in a supplemental class (MATH 100L) that is offered at the STEM Center and that has help increased the flow of ABE students in the Lab.

For the 2018-2019 school year, a change in the curriculum of MATH 099 was implemented using Carnegie Math. However, after looking at the long term effect (we followed the students that got out of this course and monitor their progress in MATH 100), modifications were made. As a result,

Adult Education Local Provider Annual Report

2018-2019

we are using a different now book by Pearson that we believe aligns better with next course (MATH 100). We will be monitoring student progress in Fall 2019 to see if this has a positive impact on the students' success in MATH 100.

The modularization of MATH 100 still very effective for our students in terms of retention and success in passing the course and succeeding in the next class, Intermediate Algebra.

| DE Student Performance in Entry-Level College Courses | 2018 Reporting Year | | 2019 Reporting Year | |
|---|---------------------|-----------|---------------------|--------------|
| | SIPI | US Median | SIPI | 18-19 Change |
| Math Completer Success Rate (MATH120) | 83% | 80% | 90% | ▲ |

| Retention in Core Academic Skills | 2018 Reporting Year | | 2019 Reporting Year | |
|-----------------------------------|---------------------|-----------|---------------------|--------------|
| | SIPI | US Median | SIPI | 18-19 Change |
| Gateway Math Retention Rate | 89% | 89% | 91% | ▲ |

Observations:

Math completer success rate, which shows a healthy increase.

| Enrollee Success Rates in Core Academic Skills | 2018 Reporting Year | | 2019 Reporting Year | |
|--|---------------------|-----------|---------------------|--------------|
| | SIPI | US Median | SIPI | 18-19 Change |
| Comp I Enrollee Success Rate | 60% | 73% | 61% | ▲ |
| Comp II Enrollee Success Rate | 60% | 71% | 68% | ▲ |
| Algebra Enrollee Success Rate | 34% | 66% | 49% | ▲ |
| Speech Enrollee Success Rate | 45% | 79% | 47% | ▲ |
| Gateway Math Retention Rate | 37% | 67% | 70% | ▲ |

Observations:

All measures are systematically improving. Two measures (Gateway Math and Algebra) have increased substantially.

| Completer Success Rates in Core Academic Skills | 2018 Reporting Year | | 2019 Reporting Year | |
|---|---------------------|-----------|---------------------|--------------|
| | SIPI | US Median | SIPI | 18-19 Change |
| Comp I Completer Success Rate | 68% | 82% | 69% | ▲ |
| Comp II Completer Success Rate | 71% | 81% | 81% | ▲ |
| Algebra Completer Success Rate | 44% | 78% | 71% | ▲ |
| Speech Completer Success Rate | 41% | 88% | 64% | ▲ |
| Gateway Math Retention Rate | 50% | 77% | 77% | ▲ |

Observations:

All numbers are systematically improving. Two measures (Gateway Math and Comp II) have approached national norms.

As you can see from the data above, SIPI has seen a marked improvement in the MATH 120 Success rate and the overall Math Retention rate as well as an increase in the entire SIPI Core Academic Skills rate and the Completer Success Rate which we believe correlates to the medialization of the MATH 100 and MATH 118/MATH 119 (formerly MATH 120) courses, the use of the STEM Math and Writing labs, and the co-requisite ENLG 100/ENGL 101 course.

SIPI is now in its third year of having the Writing Lab and a STEM Lab open and staffed exclusively by instructors and available to ABE students. In 2018-2019, SIPI has instituted the requirement that students enrolled in ENGL 100 must also be enrolled in an ENGL 100L class (1 credit) which meets in the Writing Lab. In Spring 2019, one of the Reading instructors is now requiring her students to spend an hour each week in the Writing Lab. As a result, student use of the Writing Lab has increased to the point that there are students present during most of the hours that the Writing Lab is open each week (usually 35-45 hours per week). Students regularly work in the Writing Lab in excess of their required hour per week, and they report that the low-key, comfortable, instructor-supported environment is a location where they feel welcome and can focus well on their reading and writing assignments for all the classes in which they are enrolled.

Also, as part of the contextualized cultural competent curriculum and learning process at SIPI, instructors incorporate readings and topics involving a contemporary or historic Native American focus at every level. Instructors also incorporate information appropriate to the SIPI Culinary and Optical programs when their curricula allow them to do so. This applies to both the ABE classes and the college-level classes.

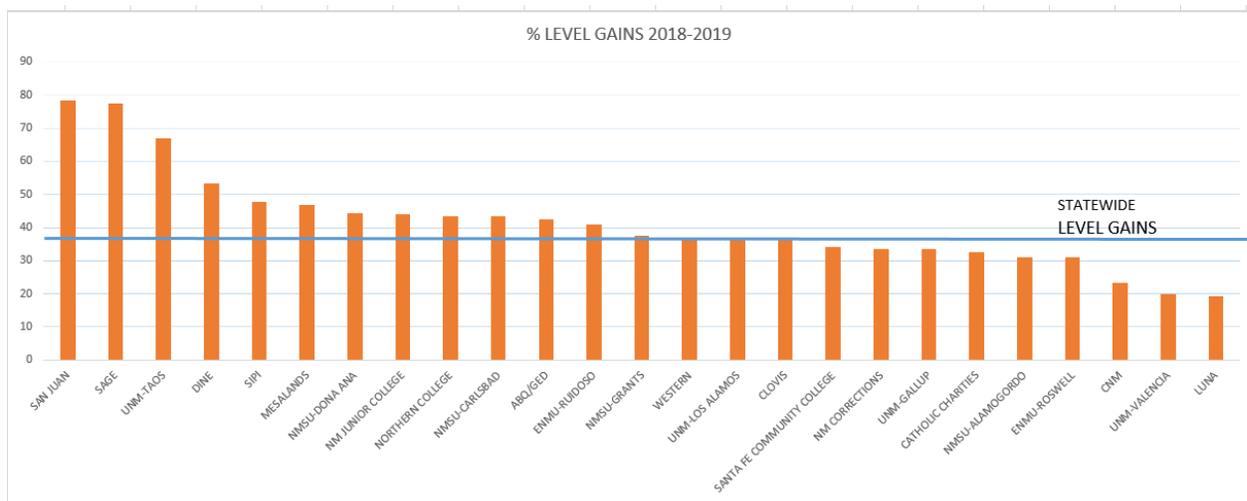
Some of the other challenges in the reading and English classes for SIPI's ABE program in the 2018-2019 fiscal year is that one of the two full-time ABE faculty retired in August 2018. The impact of this retirement is that the ABE program now has only one faculty member to cover scheduling of ABE classes, advisement of ABE students, and testing of both ABE and HiSET students in addition to being the sole instructor for HiSET students. One of our successes this year is that, overall, enrollment at SIPI has increased, which also contributes to the challenge that we have higher numbers of students who need ABE classes.

In the contrary, a big success, starting in Fall 2018, was the piloting two combined, co-requisites classes of ENGL 100 and ENGL 101 with the purpose of allowing students testing into high-level ABE classes to earn college credits at the same time that they are completing their ABE requirements. 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. Overall, the pilot was a success, and a "tweaked" pilot is being run in Spring 2019 with one combined class (MWF) being taught by a single instructor and the other combined class (TTh) being taught by that same instructor for ENGL 101 and a different instructor teaching the corresponding ENGL 100 class. While the Spring 2019 pilot is ongoing, it also seems to be yielding positive outcomes. The Summer 2019 trimester did see some glitches. We discovered that some of the ENGL 100 teachers were not coordinating as well with the ENGL 101 instructors regarding assignments and curriculum. In order to remedy this problem, we now plan to have the ENGL 100 instructor sit in as an imbedded

tutor in the ENGL 101 classes to make sure that the ENGL 100 classes align better with the ENGL 101. An additional success story is our Summer Bridge program. The 2019 Summer Bridge program, consisted of 40 students who applied for this intensive program for a review of English and Math skills and an introduction to college life prior to enrolling at an institution of higher education. While not all participants will enrolled at SIPI in Fall 2019, a majority are planning on registering at SIPI for the Fall 2019.

Another one of the more notable positive outcomes during the previous FY occurred with the HSE program at SIPI. This was precipitated by winning of a grant from the Dollar General Literacy Fund administered through the American Indian College Fund. This was a grant of \$56,250 that was to be used to improve the outcomes of our HSE program. As reported in the past technically SIPI has no tuition for the HSE program but since students receive room and board services through the residence hall and cafeteria SIPI is mandated by federal law to charge students a portion of these costs. This results in \$600 in fees each semester for all SIPI students. This grant was used first to cover these fees as well as a transition semester into college classes for any successful HSE student. These fees were also used to help students who had encountered financial difficulties that might have resulted in dropping out of the HSE program in the past. The final purpose of this grant was to increase our recruitment efforts and thus increase the numbers of students enrolling in SIPI to get their HSE degree. This grant is presently in its third year at SIPI as of July 2019 and there are plans to make the successful components permanent and the possibility of further expansion of the grantor’s commitment to the HSE program in upcoming years.

Finally, one of the most dramatic and notable ways of showing SIPI’s ABE program impact on student success in illustrated in the NM Statewide MSG Levels for FY18-19. According to the data, SIPI not ranks number 5 in the State of New Mexico out of 25 ABE programs. Out of the 178 students enrolled during FY18-19, SIPI saw a 47.8% demonstrated level gain.



Ongoing Challenges:

Detailed in the SIPI overview, this has been the first year in several years without a decline in numbers of student applications and total enrollment though these numbers are still lower than two

year previous. It is hoped that enrollment will start recovering though a single semester is not enough to establish a trend. However, we are seeing a reverse in that trend with the number of students for Fall of 2019 admitted increasing over the Fall 2018 admissions.

SIPI has also had several recent successes winning awards for our upper division programs. This has gotten us into the news and may help marketing SIPI to students but since these were our advanced STEM programs this may have scared off potential ABE and HSE students thinking that were are not about ABE and DM level classes. The SIPI Culinary Arts program attained national notoriety as our department instructor won the national award as Teacher of the Year as well as the acting the ABE Department Chair being a 2018-19 Fulbright Scholar Award Finalist to Pakistan and a nominee for the Albuquerque Business First Diverse Business Leader Awards, honoring New Mexico business leaders who are advancing diversity and inclusion in the workplace. This will hopefully result in significant increases in our initial enrollment as it has definitely increased in student interest in this program. Intentional recruitment efforts this upcoming year and the hiring of an individual responsible for this task should help to increase enrollments over the next year. Presently a project through our Institutional Effectiveness office is studying how best to increase our enrollments.

A major challenge in the past year was the continued operation of the department with a chair that also is responsible for the SIPI Liberal Arts and Business Departments. Presently while the ABE department student enrollment is 40% lower that they were during our maximum student numbers of 9 years ago, this situation with an acting department chair will probably stay the same. We have filled a long vacant position as departmental secretary and data manager which is helping immensely with daily operations. This has been the first year of this organizational change and this position requires so many skills that it is hoped within the next year that many tasks that impinged on instructional delivery will be ironed out. SIPI plans to change the ABE Department Chair position to be that of a coordinator position.

Another challenge as stated above is making sure the ENGL 100/ENGL 101 courses align with each other so students get the most benefit out of both courses.

A final challenge for the ABE department was the retirement at the reading faculty member at the end of last FY. Presently there are advertised job positions to fill ABE faculty positions that are being carried out by adjunct faculty. There are college program faculty that are splitting their time between college level classes and ABE level courses. Increasing student enrollments would help to justify these expenditures though these positions have already been budgeted. SIPI relies heavily on adjunct faculty as do many other programs and this will probably not change unless we see a substantial increase in ABE student enrollments.

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. If there is no relationship, please explain.

| |
|------------|
| \$9,629.31 |
|------------|

1. Please provide an estimate of FEDERAL FUNDS used during the 2018-2019 fiscal year to support Title I WIOA related activities and services through the One-Stop system.
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.
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.

NM Workforce conducts career and skills assessments with incoming all freshman, ABE students, HSE students, College and Career Success 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 life time 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.

SIPI has also been forming 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: 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.

Section V. Career Pathways Activities

For this section, please describe how the program has developed Career Pathways instructional programs and how they have been implemented in the 2018-2019 program year.

1. 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.

This year our Career program implemented the Career Occupational Preference System Interest Inventory (COPS) which measures a student's level of interest in each of the Career Clusters. The 20-minute survey is used to explore career interests based on likes and dislikes and emphasizes a proactive approach to career exploration, featuring career and educational planning, along with a listing of suggested activities to gain relevant experience. Students are able to explore the importance of personal interests for occupational choices, identify how interests relate to career choice and compare likes and dislikes with important job characteristics to find compatibilities.

To date, 143 students have taken the COPS. Career Counselors meet with each of the students to provide insight about their scores and how they can utilize it to match their education majors more appropriately.

In addition to the COPS, ACCESS also provides students with Career and Employment services and resources. This includes the College and Career Success Class, which provides students with academic, personal, and life management tools needed to function effectively and complete their course of study. As part of the class students develop key work skills, such as resume development, dressing appropriately for an interview, and mock interview skills. Our partners, SCORE, UNM, St. Joseph's and NM Workforce served as our interviewers and provided students with feedback and recommendations. Students were also required to develop an e-portfolio, which included their educational and career plans and their vision for success.

The College and Career Success class continues to take place each trimester. The class is linked with the Freshman Learning Seminar and intended for first year students. It provides students with academic, personal, and life management tools needed for students to function effectively and complete their course of study. The class also provides students with key work skills, such as interviewing tips through mock interviews, and resume developments, and critiques. To date a total of 26 students have taken the class. We are facing challenges with advisors signing students up for the class. This important class provides critical information for first year students, but it is only a 100 level course, consequently advisors are signing students up for credit bearing courses.

We are currently working on revamping the advisement structure which will provide faculty advisors with a better understanding of the importance of the class. The new structure will be presented during our Fall colloquium and will be implemented in Fall 2019 trimester. Students will have a better understanding of their educational paths and career goals. Advisors will also have a better understanding of where to send student in case they need additional help.

In addition to the daytime CACS class, another evening class is offered for working families program in the evening as part of the Summer Bridge Commuter Program. The program takes place over the course of 8 weeks and is designed to prepare students for returning back to college. This summer we had a total of 11 students participating. All successfully completed the program and all will be enrolling for the Fall 2019 trimester. The regular summer bridge program students also participate in the CACS class, however their class is revised to meet more of their needs as incoming freshman. There were 28 students who participated in the Summer Bridge program.

Lastly, our internship program has been a great asset for our students. Not only does it allow students to gain experience while learning about the intricacies of their specified career, students have also been able to find employment at their intern sites. Two of our students have been hired by their current intern sites. We have also increased internship sites, we currently have 10 sites where we can place students.

To date we have placed 42 students since 2017. 14 students have graduated, 15 are currently enrolled and the remainder have either dropped or transferred. The requirements for the internships include a career preparation workshops, which provides them with knowledge and skills in dressing appropriately, resume building, and interview skills. Upon the completion of the internships students are required to present about their experience and what knowledge they gained. It has been a great program for our students and we hope to continue the partnership with Great Lakes

2. If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463) N/A

Section VI. College and Career Readiness Standards

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS).

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 students 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.

As stated above, SIPI has developed modulized 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.

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, and Dental Therapy.

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

For this section, if the program received IELCE funding for 2018-2019, please describe IELCE activities and services provided by the program so far this fiscal year.

(If your program does not provide IELCE services, just indicate N/A). 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 2018-2019

| Last Name | First Name | Position | Educational Attainment | Years of Experience in Adult Education | Professional Development Attended | Date | Location |
|-------------------|-------------|----------------------------|------------------------|--|--|----------------------------------|-------------------------------------|
| Snyder | James | HSE Instructor | MA | 22 | COABE and NMAEA's teacher institute. Also attended the AICF Faculty Research Conference | Sept 2018 July 2019 | Albq, NM |
| Owen | Luri | Communications Instructor | MA | 21 | NMAEA Assessment Institute | Sept 2018 Oct 2018 | Albuquerque, NM Indianapolis, IN |
| Dr. Rivera LeBron | Eva | Math Instructor | Ph.d | 8 | NMAEA | Sept 2018 | Albuquerque, NM |
| Harrington | Christopher | Department Chair | J.D. | 17 | NMAEA | Sept 2018 | Albuquerque, NM |
| Gomez | Terry | Communications Instructor | MFA | 15 | NMAEA | Sept 2018 | Albuquerque, NM |
| Dixon | Delica | Communications Instructor | MA | 19 | CNM, "Future of Work" follow-up event The 7th Annual CNM Conference on Teaching and Learning, Thursday, Faculty Focus Day 2018 Resources and Methods for Teaching the New 4-credit ENG 1101+ Course and Switching to the English 1101/1102 OER | Feb. 8, 2019 , Jan. 11, 2019- | Albuquerque, NM |
| Bartholomew | Melanie | Reading Instructor | MA | 2 | NMAEA | Sept 2018 | Albuquerque, NM |
| Dr. Sieg | George | Reading and Communications | Ph.d | 12 | Attended: International | July 2019 | Albuquerque, NM |

Adult Education Local Provider Annual Report

2018-2019

| | | | | | |
|--|--|------------|--|--|---|
| | | Instructor | Society of Anglo-Saxonists, Presented at: Annual Conference of the Rocky Mountain Medieval and Renaissance Association, Southwest Popular/American Culture Association, 40th annual conference, Arizona Center for Medieval and Renaissance Studies / Medieval Association of the Pacific joint annual conference, | April 2019 February 2019, February 2019 | Denver, CO Albuquerque, NM Phoenix, AZ, |
|--|--|------------|--|--|---|

What professional development opportunities does your program need in the future (directors, teachers, staff, etc.)? How would your program like this professional development delivered (webinar, online, in person, combination, etc.)? (Please fill out this information in the chart below.)

| Position | Professional Development Needed | Delivery Method Preferred |
|------------------|--|-----------------------------|
| HSE Instructor | Further training in classroom technology | Conference, Webinar, Online |
| HSE Instructor | More Training on LACES database requirements | In person or Webinar |
| ABE Instructors | Use of embedded tutors in the classroom | Webinar/in person |
| ABE Instructor | Co-Curricular course development | Webinar / conference |
| ABE Instructors | Best Practices for ABE Instructors | In Person/ Conference |
| ABE Data Manager | Training and certification on LACES database entry | In Person/ Webinar |
| ABE Instructor | More Training on the New TABE form | Webinar |

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 |
|-------------------------|----------------------------|-------|
| N/A | N/A | N/A |

2. Please indicate FY 2018-2019 hours contributed – Volunteer Admin (Receptionist/Front Desk)

| Total hours contributed | Fair Market Value per Hour | Total |
|-------------------------|----------------------------|-------|
| N/A | N/A | N/A |

3. Please indicate FY 2018-2019 hours contributed – Board of Directors (Organizational Development)

| Total hours contributed | Fair Market Value per Hour | Total |
|-------------------------|----------------------------|-------|
| N/A | N/A | N/A |

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

N/A

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

N/A

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

N/A

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 | N/A since US Government Building | N/A |

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2018-2019.

| Source | Amount |
|------------------------------------|----------|
| Dollar General Literacy Foundation | \$56,250 |
| | |
| | |
| | |
| | |
| | |

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2018-2019 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 submit **one single PDF document** to: adult.education@state.nm.us no later than 5:00 p.m. on September 3, 2019.

Student:

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

Select Reporting System:

NRS FY 18-19 ▼

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 (P) |
|--|----------------------------------|-------|-------|-------|---------------------------|-------|-----------------|-------|---|-------|-------|-------|--------------------|-------|-----------|
| | 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) | |
| ABE*** Level 1 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| ABE Level 2 | 39 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 84 |
| ABE Level 3 | 30 | 42 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| ABE Level 4 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| ABE Level 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | 77 | 98 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 178 |

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting System:

NRS FY 18-19 ▼

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 (P) |
|---------------|----------------------------------|-------|-------|-------|---------------------------|-------|-----------------|-------|---|-------|-------|-------|--------------------|-------|-----------|
| | 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) | |
| 16-18 | 11 | 34 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |
| 19-24 | 47 | 48 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 97 |
| 25-44 | 19 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| 45-54 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 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 | 77 | 98 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 178 |

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 18-19 ▼

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** | 46 | 97 | 34 | 1 | 0 | 0 | 178 |
| Integrated Education and Training Program | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adult Secondary Education*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | 46 | 97 | 34 | 1 | 0 | 0 | 178 |

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

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 18-19 ▼

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 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 | 10 | 0 | 1562.5 | 3 | 0 | 5 | 2 | 30 | 10 | 3 | 0 | 30 |
| ABE Level 2 | 84 | 0 | 17734 | 45 | 1 | 25 | 13 | 54.8 | 85 | 45 | 1 | 54.1 |
| ABE Level 3 | 73 | 0 | 13040.5 | 30 | 0 | 30 | 13 | 41.1 | 74 | 31 | 0 | 41.9 |
| ABE Level 4 | 11 | 0 | 1122 | 6 | 0 | 4 | 1 | 54.5 | 11 | 6 | 0 | 54.5 |

| | | | | | | | | | | | | |
|--------------------|-----|---|-------|----|---|----|----|------|-----|----|---|------|
| ABE Level 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ABE Level 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ABE Total | 178 | 0 | 33459 | 84 | 1 | 64 | 29 | 47.8 | 180 | 85 | 1 | 47.8 |
| 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 | 178 | 0 | 33459 | 84 | 1 | 64 | 29 | 47.8 | 180 | 85 | 1 | 47.8 |

- 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.

OMB Number 1830-0027

| Entering Educational Functioning Level (A) | Number of Participants (B) | Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C) | Percentage Achieving ELA/Literacy or ELP EFL Gains (D) | Number with EFL Gain for Mathematics by pre-posttesting (E) | Percentage Achieving Mathematics EFL Gains (F) | Number with EFL Gain by Carnegis Units/Credits (G) | Percentage Achieving EFL Gain by Carnegie Units/Credits (H) | Number with EFL Gain by Transition to Postsecondary Education (I) | Percentage Achieving EFL Gain by Transition to Postsecondary Education (J) |
|--|----------------------------|---|--|---|--|--|---|---|--|
| ESL Level 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL Level 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grand Total | 85 | 57 | 67.1 | 48 | 56.5 | 0 | 0 | 14 | 16.5 |

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 4 B

Select Reporting System:

NRS FY 18-19 ▼

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 | 6 | 1335 | 3 | 3 | 0 | 50 |
| ABE Level 2 | 64 | 15483 | 42 | 10 | 12 | 65.6 |
| ABE Level 3 | 59 | 11851.5 | 28 | 18 | 13 | 47.5 |
| ABE Level 4 | 8 | 879 | 3 | 4 | 1 | 37.5 |
| ABE Level 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| ABE Total | 137 | 29548.5 | 76 | 35 | 26 | 55.5 |
| 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 |
| ESL Total | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 137 | 29548.5 | 76 | 35 | 26 | 55.5 |

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.

| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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: Core Follow-up Outcome Achievement

Select Reporting System:

NRS FY 18-19 ▼

Agency: Southwestern Indian Polytechnic Institute

| Core Follow-up Outcome Measures | Number of Participants who Exited | Number of Participants who Exited Achieving Outcome or Median Earnings Value | Percent Achieving Outcome | Periods of Participation | | |
|---|-----------------------------------|--|---------------------------|--------------------------------|---|---|
| | | | | Total Periods of Participation | Number of Periods of Participation Achieving Outcome or Median Earnings Value | Percent of Periods of Participation Achieving Outcome |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) |
| Employment Second Quarter after exit* | 154 | 23 | 14.9 | 154 | 23 | 14.9 |
| Employment Fourth Quarter after exit* | 134 | 43 | 32.1 | 144 | 48 | 33.3 |
| Median Earnings Second Quarter after exit** | 23 | 2774.7 | | 23 | 2774.7 | |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit *** | 1 | 1 | 100 | 1 | 1 | 100 |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit *** | 1 | 1 | 100 | 1 | 1 | 100 |
| Attained a Postsecondary Credential while enrolled or within one year of exit **** | 50 | 0 | 0 | 50 | 0 | 0 |

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 indicators on Tables 5, 5A, 8, and 10, 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.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding 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 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 who exited during the program year who were at the ninth grade equivalent educational functioning level or higher upon entry, as measured by pretest with approved NRS test, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

**** Report in Column B (postsecondary credential attainment) the total number of participants who exited during the program year who were co-enrolled in adult education and postsecondary programs, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

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 incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

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 for which the outcome was received. 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 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.

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

Student:

NRS Table 5 A: Core Follow-up Outcome Achievement for Participants in Distance Education

Select Reporting System:

NRS FY 18-19 ▼

Agency: Southwestern Indian Polytechnic Institute

| Core Follow-up Outcome Measures | Number of Participants who Exited | Number of Participants who Exited Achieving Outcome or Median Earnings Value | Percent Achieving Outcome | Periods of Participation | | |
|---|-----------------------------------|--|---------------------------|--------------------------------|---|---|
| | | | | Total Periods of Participation | Number of Periods of Participation Achieving Outcome or Median Earnings Value | Percent of Periods of Participation Achieving Outcome |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) |
| Employment Second Quarter after exit* | 0 | 0 | 0 | 0 | 0 | 0 |
| Employment Fourth Quarter after exit* | 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 5a

Include only participants who are counted as distance education participants. Distance education participants are included in Table 5 Follow instructions for completing Table 5.

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

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

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 18-19 ▼

Agency: Southwestern Indian Polytechnic Institute

| Participant Status on Entry into the Program (A) | Number (B) | |
|--|--------------------|------------------------|
| Employed | 27 | |
| Employed, but Received Notice of Termination of Employment or Military Separation is pending | 0 | |
| Unemployed | 142 | |
| Not in the Labor Force | 9 | |
| TOTAL | 178 | |
| Highest Degree Level of School Completed* | US Based Schooling | Non-US Based Schooling |
| No Schooling | 0 | 0 |
| Grades 1-5 | 0 | 0 |
| Grades 6-8 | 2 | 0 |
| Grades 9-12 (no diploma) | 27 | 0 |
| Secondary School Diploma or alternate credential | 133 | 0 |
| Secondary School Equivalent | 11 | 0 |
| Some Postsecondary education, no degree | 2 | 0 |
| Postsecondary or professional degree | 2 | 0 |
| Unknown | 0 | 0 |
| TOTAL (both US Based and Non-US Based) | 177 | |
| Program Type** | | |
| In Family Literacy Program | 0 | |
| In Workplace Adult Education and Literacy Activities*** | 0 | |
| Institutional Programs (section 225) | | |
| In Correctional Facility | 1 | |
| In Community Correctional Program | 0 | |
| In Other Institutional Setting | 0 | |

| Participant Status on Entry into the Program (A) | Number (B) |
|---|---------------|
| TOTAL Institutional | 1 |

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

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

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

Employment Status definitions:

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

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

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

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

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

Student:

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

Select Reporting System:

NRS FY 18-19 ▼

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 | | |
| Increased contact with children's teachers | | 0 | | |
| More involved in children's school activities | | 0 | | |
| Increased Involvement in Children's Literacy Activities | 0 | 0 | 0 | |
| Reading to children | | 0 | | |
| Visiting library | | 0 | | |
| Purchasing books or magazines | | 0 | | |
| Left Public Assistance | 0 | 0 | 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 18-19 ▼

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 18-19 ▼

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 | 1 | 0 | 0 | 1 | 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 18-19 ▼

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 |
| MSG via Passing Technical/ Occupational Skills Exam | 0 | 0 | 0 | 0 | 0 | 0 |

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

Instructions for Completing Table 11

Include only IET program participants but exclude participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2, Table A. Also exclude from all indicators, except EFL gains, incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated. All shaded columns will be calculated automatically by OCTAE's data system.

Report any of the following MSG outcomes for each IET participant. Reporting multiple MSG outcomes per participant is permitted.

For reporting MSG via Achievement of at Least One Educational Functioning Level Gain: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) an EFL gain may be measured by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

For reporting MSG via Attainment of Secondary School Diploma/Recognized Equivalent: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who attained a secondary school diploma or its recognized equivalent.

For reporting MSG via Secondary or Postsecondary Transcript: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.

For reporting MSG via Progress Toward Milestones: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

For reporting MSG via Passing Technical/Occupational Skills Exams: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who successfully passed an exam that is required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

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

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 18-19 ▼

Agency: Southwestern Indian Polytechnic Institute

Enter the number of each type of grantee (see attached definitions) directly funded by the State and the amount of Federal and State funding they receive.

| Provider Agency * (A) | Total Number of Providers (B) | Total Number of IELCE Providers (C) | Total Number of Sub-Recipients (D) | WIOA Funding | | State Funding | |
|---|----------------------------------|--|---------------------------------------|--------------|-------------------|---------------|-------------------|
| | | | | Total (E) | % of Total (F) | Total (G) | % of Total (H) |
| Local Educational Agencies | | | | | | | |
| Public or Private Nonprofit Agency | | | | | | | |
| Community-based Organizations | | | | | | | |
| Faith-based Organizations | | | | | | | |
| Libraries | | | | | | | |
| Institutions of Higher Education | | | | | | | |
| Community, Junior or Technical Colleges | | | | | | | |
| Four-year Colleges or Universities | | | | | | | |
| Other Institutions | | | | | | | |
| Other Agencies | | | | | | | |
| Correctional Institutions | | | | | | | |
| Other Institutions (non-correctional) | | | | | | | |
| All Other Agencies | | | | | | | |
| Other | | | | | | | |
| Fillable field | | | | | | | |
| Total | | | | | | | |

Instructions for Completing Table 14

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.
- In Column (D), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).)
- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)
- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.
- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G)

*** Provider Agency Descriptions for Table 14**

Local Educational Agencies are public boards of education or other public authorities legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are public or private non-profit institutions of higher education that primarily offer baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions are prisons, jails, reformatories, work farms, detention centers, or halfway houses, community-based rehabilitation centers, or any other similar institutions designed for the confinement or rehabilitation of criminal offenders.

Other Institutions (Non-Correctional) are any medical or special institutions not designed for criminal offenders.

All Other Agencies include other public (Federal, State, local) agencies not listed in the categories above (e.g. Public Housing Authority).

Other **categories of grantees (e.g. nonprofit institution not described above, partnership between an employer and any entity above, etc.)**.

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

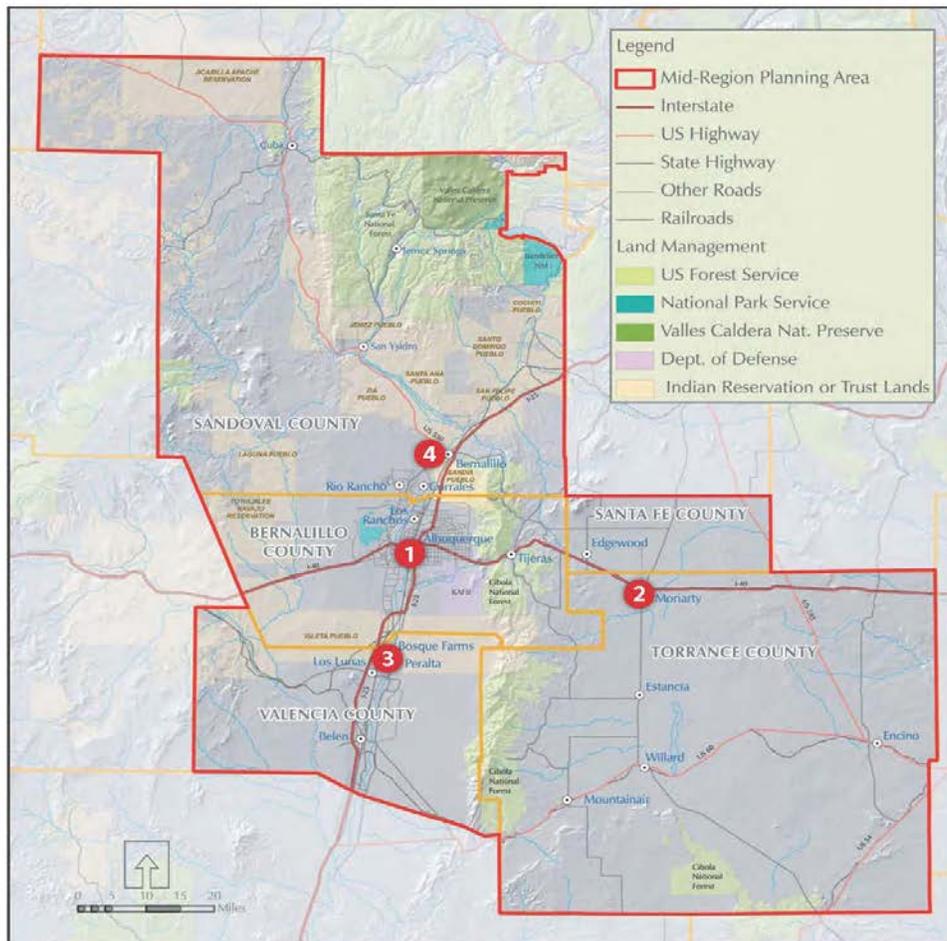
WCCNM American Job Centers

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 Lentos 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 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@fspinc.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 a annual basis and distributed to all partners for review and planning prior and 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.