



**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.)

Adult Education Local Provider Annual Report

2018-2019

Annual Program Report

Cover Page

Program Name: Adult Education Services
Western New Mexico
Institution or Organization: University

Address: P.O. Box 680
City: Silver City
County: Grant
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Fiscal Year: 2018-2019

Submission Date: 09/03/2019

Program Director, Manager, or

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Signature of the Chief Executive Officer or Designee

9/3/19
DATE

Magdaleno Manzanarez
Magdaleno Manzanarez; VP External Affairs:

Section I. Program Narrative Report

Western New Mexico University (WNMU) Adult Education Services (AES) is located in the southwest corner of New Mexico near Arizona and Mexico. The counties serviced is Grant, Luna, Hidalgo, Sierra, and Catron, these are rural areas with unique issues. How to services areas that have small population areas but high needs? Has always been the main issue for this program. Improving instructors understanding of the diverse ways to instruct students, especially those with disabilities. Has been a priority for this program. Each county has needs different from the next county. Migrant workers, limited employment opportunities, and criminal justice issues are just a few of the main areas the program must adapt and offer solutions. Recently the program has decided that we cannot offer every service but can develop a system of referrals of all organizations, agencies, or groups that offer services that will enable anyone to be successful and have the quality of life they want and need.

This past fiscal year it seems there was a disconnect between the program, program partners, and the students. Several groups the program was members of disbanded due to either internal issues or lack of funding. Program partnerships have been and are still being reviewed to access for the students and understanding of program responsibility. The students this past year also seems not wanting to put the effort into their education as demonstrated in past years. This past fiscal year the program did not perform as per the goals that were set. Students were not staying in the program long enough to take the post-tests to demonstrate improved educational skill or use all resources to improve their lives. For the past several years, the program has been working with organizations/agencies/groups to offer supportive services to all students who wanted to complete their education and continue on to employment. Evaluating these partnerships for equal fairness of services offered and how students can qualify for them is an ongoing process.

The program is unable to offer an IET program due to small number of students wanting the same career pathway and location of program offerings. AES is working with WNMU to offer students the “Ability to Benefit” program. This program was approved and fall 19, the program is working with students who qualify for this program to be enrolled in the AES HSE program and start classes towards their career pathway at WNMU. The program now employs additional employees, teacher assist, technology skills tutors, Math & English tutors, and are working with WNMU different departments necessary for students to enroll into the Ability to Benefit program. Developing not just a program to assist those who have high education needs but to enable students who cannot attend face-to-face classes with access to this was our next challenge. Fall 19 the program started offering a televised HSE class, based in Silver City but offered to any student who cannot attend the class in-person. Currently this televised class is viewed in T or C (at this location we have a teacher assistant who is the person in the room and assist students as needed), Columbus, Cliff, Lordsburg, and several rural students in all counties.

AES decided if we were going to aid students in developing the skills necessary to start and complete a 16-week semester, the program had to change our sessions to 2 per year. It was difficult to add new students every 8 weeks into an established class, both for the instructor and continuing students, this was one of the reasons to change the semesters. The students in the Fall 19 have expressed that the change in session weeks has encouraged them to remain determined. The program is still received requests for late enrollment due to students not wanted to wait until January 2020 to enroll. This welcome change by several partners and will be monitored. Evaluating needs of the communities being services one needs is in every location, technology skills training. The program has received a PNM Foundations grant to offer computer skills relating to education, employment, and life in several locations. Part of the grant also includes paying the HSE testing fees. This award does have students working harder towards their educational needs, when we are able to remove barriers to completion the student’s response is positive.

Working with local detention centers, probation/parole, ISD offices, employers, and workforce partners the program is currently developing by counties resource guides, this will enable all those who need additional supports to have a stronger understanding of what is available and where to do for these services. Relying only on WIOA partners or a few local groups is not a sufficient support program. Knowing all of the resources, whether funding federal/state/county/city, or for-profit or non-profit will enable those in need to have several sources that the student may qualify for. Offering several different possible ways for students to complete their goals of gain livable wage employment is the programs main goal.

The AES program is determine to offer sound services that enable all community members to accomplish their goals but maintaining strong partnerships and understanding of the needs is a constant. The program is working on what additional services are needed and how to enable those with supportive needs to access the many services already in place throughout our counties.

New program design or added services:

- 1. 16-week session:**
 - a. Mimics post-secondary semester schedules
 - b. Enables students to develop long-term dedication to their educational needs
 - c. Allows instructors and students to continue and complete semester course work.
- 2. Ability to Benefit program:**
 - a. Enables those who qualify to enroll into both the HSE class and education opportunities relating to their specific career pathway.
 - b. Students will complete their career pathway education sooner than prior years, since they will be able to work on both at the same time.
 - c. Students and the program are getting a better understanding of supportive services that are available for many life issues.
- 3. PNM Foundation award:**
 - a. Working with employers and those community members that having a strong understanding of technology will enable success.
 - i. Employers have stated having employees that are not afraid of technology will allow them more ready to work employees.
 - ii. Community members have expressed with the change in how supportive services are accessed have a strong understanding of technology will empower them to receive supportive services.
 - b. Funding the HSE tests costs will remove a major obstacle students have to completing their high school education and continue on life goals.
- 4. Using technology to access instructional classes:**
 - a. Televising a face-to-face class enables students in rural areas or with changing work schedules to attend class or review recorded sessions. This access will improve program available services to those hardest to access.
- 5. Developing a wide resource-base will not only enable the program but the students to have a stronger understanding of supportive services and how to access them. Many times students could have been successful if they had just asked and received supportive services to their issues.**

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: Silver City	Site: Deming	Site: T or C	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	46	15	25	6		
Total count of students with 12 + hours	158	59	84	14		
Total contact hours for students with 12 + hours	11834	4272	6775	752		
Average contact hours for students with 12 + hours	75	72	81	54		
Average contact hours for students with 12 + hours experiencing level gains	124	123	128	57		
Count of all HSE graduates with 12 + hours	20	10	10	0		
Count of HSE en Español graduates with 12 + hours	0	0	0	0		
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	52%	51%	57%	50%		
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	74%	0	74%	0		
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)	56%	58%	43%	92%		
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)	47%	0	47%	0		
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)	107	105	115	74		
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)	69	0	69	0		
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	44	27	15	2		
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	57	32	23	2		

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Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Silver City, Deming, T or C	Technology skill classes
Lordsburg and Catron County	HSE classes

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?
 - a. Understanding what additional supportive services students need to be successful and how do they received these services. Using all partnerships will enable students to be successful in their lives, which means the program is successful. Researching needs and possible solutions is a normal activity for this program and until a complete understanding of all services provided in each county is reached, the program will continue to develop a strong referral system to aid students.
2. Describe notable outcomes, both positive and negative, you have observed in your program data.
 - a. The program for several years showed steady improvement in student and program success but this past fiscal year the data shows not really an improvement nor a decrease of student achievements but a dip. The program has worked with graduated and returning students, partners and employers to determine what changes needs to be implemented and what needs to be stopped. Changing session weeks was a suggestion from the students (which will enable our students who are enrolling into the Ability to Benefit program a stabilized education system). Employers expressed the need to technology-trained employees; the program did apply and was awarded a grant from the PNM Foundations for this purpose. The part of the PNM grant was to fund 30+ students HSE testing fee, which for a single person with children is a major obstacle to their future.
3. How does your organization share promising practices among your program sites?
 - a. The instructors are very close-knit group and share all positive and negative effects any instructional change does. The past fiscal year, instructors were encouraged to go beyond their own comfort zones and learn new techniques to assist those with different learning styles become educated. The sharing of practices has increased both instructor awareness of student needs and expansion of service delivery.
4. Describe program improvement initiatives you plan to pursue.
 - a. Addition several new options for students to achieve their live goals; the Ability to Benefit program, live televised HSE classes, and improving the understanding of supportive services that are already being offered will enable all involved to be successful.

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.

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

\$25000

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.
 - a. This past fiscal year the partnerships with the Southwest Area Workforce board, Workforce Solution locations seemed strained. The Adult Education programs in this area have been trying to get equal supportive services and representation on the board. The program is working with all locations to re-establish strong relationships that will support student success.
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.
 - a. Working with local literacy groups has assisted our students to improve their educational efforts. The local workforce board is working with this program in developing a stronger understanding of community needs and how all partners can assist towards these goals.
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.
 - a. The MOU currently in-place was originally signed in 2016. There has been no effort to redesign this document by the local workforce board except when it applies to cost sharing at their various locations. Supportive services guides were released May 2019, this is the only real change to partnerships or services provided done in the past 3 years.

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.
 - a. Due to the rural areas being serviced and the lack of large groups of students who are going towards the same career pathway, IET programs have not been offered here. This has been changed to offer the Ability to Benefit program which will enable students who qualify to enroll both into the HSE class and start attend classes towards their career pathway as a regular student not a special cohort.
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.
 - a. Enabling instructors to learn different instructional delivery methods and the time to implement them is the newest change to instruction. Adding different instructional options for the students: face-to-face classes, learning independently online or blended learning give students learning options to fit their lives. The additional of a televised face-to-face class in both the morning and evening as been accepted by students in a positive manner.
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.
 - a. Receiving the PNM Foundation grant will enable the program to offer regular technology skill classes. This will enable community members to be successful in their own goals.
 - b. Offering a televised face-to-face class enables students whose work schedule or rural location to attend class with an instructor and receive additional supportive services.

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. N/A

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

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

N/A

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

VIII. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2018-2019

Last Name	First Name	Position	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Maldonado	Debbie	Program Manager	GED/Associates	13	COABE Online webinars	Monthly	online
					NMAEA conference	Sept 2018	Albuquerque
					COABE conference	March 2019	New Orleans, LA
					MPAEA Conference	March 2019	Las Vegas, NM
					LINCS webinars	Monthly	online
					Workforce webinars	Monthly	online
					WNMU webinars/training	Monthly	online
Silvas	Karen	Data Tech Specialist	Associates	6	COABE online webinars	Monthly	online
					NMAEA conference	Sept 2018	Albuquerque
					COABE conference	March 2019	New Orleans, LA
					MPAEA conference	March 2019	Las Vegas, NM
					LINCS webinars	Monthly	online
					Workforce webinars	Monthly	online
Hladky	William	HSE Instructor	Masters	10	COABE online webinar	Monthly	Online

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			NMAEA conference	Sept 2018	Albuquerque
			NMDELT webinars	Monthly	online
			LINCS webinars	Monthly	online
McKeand	Nancy	ESL Instructor	Masters 20	COABE online webinar	Monthly Online
			NMAEA conference	Sept. 2018	Albuquerque
			NMDELT webinars	Monthly	Online
			LINCS webinars	Monthly	online

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
	Current available Professional development is adequate	Online/in-person

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
200	8.5	1700

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

Total hours contributed	Fair Market Value per Hour	Total
200	8.5	1700

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

Total hours contributed	Fair Market Value per Hour	Total
120	15	1800

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

0

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

0

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

0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
3000		

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
n/a	

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
	n/a

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and submit **one single PDF document** to: no later than 5:00 p.m. on September 3, 2019.

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Student:

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

Select Reporting System: NRS FY 18-19

Agency: WNMU

Enter the number of participants* by educational functioning level, ethnicity/race**, and sex.

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
ABE Level 2	0	1	0	1	1	1	19	30	0	0	3	11	1	0	68
ABE Level 3	0	0	0	0	0	0	8	18	0	0	0	9	0	0	35
ABE Level 4	0	1	0	0	0	0	4	6	0	0	0	1	0	0	12
ABE Level 5	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
ABE Level 6	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2
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	1	1	6	0	0	0	0	0	0	8
ESL Level 4	1	0	0	0	0	0	1	5	0	0	0	0	0	0	7
ESL Level 5	0	0	0	0	1	0	3	6	0	0	0	0	0	0	10
ESL Level 6	0	0	0	0	0	0	1	10	0	0	0	0	0	0	11
Total	1	2	0	1	2	2	38	86	0	0	3	22	1	0	158

*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.

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Student:

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

Select Reporting System:

NRS FY 18-19 ▼

Agency:

WNMU

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	1	0	0	0	0	11	8	0	0	1	6	0	0	27
19-24	0	1	0	0	0	1	12	16	0	0	0	3	0	0	33
25-44	0	0	0	1	1	1	12	48	0	0	1	11	0	0	75
45-54	0	0	0	0	0	0	3	7	0	0	1	1	1	0	13
55-59	1	0	0	0	1	0	0	5	0	0	0	1	0	0	8
60+	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Total	1	2	0	1	2	2	38	86	0	0	3	22	1	0	158

*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

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Student:

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

Select Reporting System: NRS FY 18-19 ▼

Agency: WHMUI

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	4	1	0	0	2	1	0	0	8
19-24	0	0	0	0	0	0	6	4	0	1	1	1	1	0	14
25-44	0	1	0	0	0	0	2	8	0	0	0	1	0	1	13
45-54	0	0	0	0	0	0	4	3	0	0	0	1	0	0	8
55-59	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	1	0	0	0	0	16	19	0	1	3	4	1	1	46

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

Agency:

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**	24	28	56	7	2	0	117
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	2	1	2	0	0	0	5
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	1	4	17	6	6	2	36
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	27	33	75	13	8	2	158

*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.

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Student:

NRS Table 4

Select Reporting System:

NRS FY 18-19 ▼

Agency:

WNMU

Measurable Skill Gains by Entry Level

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

First Period of Participation									All Periods of Participation			
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participant 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	2	0	135.5	1	0	1	0	50	2	1	0	50
ABE Level 2	68	0	5509.75	21	5	38	4	38.2	69	21	5	37.7
ABE Level 3	35	0	2453.25	7	4	21	3	31.4	36	7	4	30.6
ABE Level 4	12	0	688	2	2	8	0	33.3	12	2	2	33.3
ABE Level 5	3	0	377.5	1	1	0	1	66.7	3	1	1	66.7
ABE Level 6	2	0	187.5	0	0	1	1	0	2	0	0	0
ABE Total	122	0	9951.5	32	12	69	9	36.1	124	32	12	35.5
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	8	0	825.15	6	0	0	2	75	8	6	0	75
ESL Level 4	7	0	505.25	2	0	5	0	28.6	7	2	0	28.6
ESL Level 5	10	0	491.65	4	0	5	1	40	10	4	0	40
ESL Level 6	11	0	660.75	3	0	7	1	27.3	11	3	0	27.3
ESL Total	36	0	2482.8	15	0	17	4	41.7	36	15	0	41.7
Grand Total	158	0	11834.3	47	12	86	13	37.3	160	47	12	36.9

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

Student:

NRS Table 4a - Educational Functioning Level Gain

Select Reporting System: NRS FY 18-19

Agency: **WNMU**

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	1	1	100	0	0	0	0	0	0
ABE Level 2	24	20	83.3	13	54.2	0	0	0	0
ABE Level 3	7	5	71.4	2	28.6	0	0	0	0
ABE Level 4	2	2	100	2	100	0	0	0	0
ABE Level 5	2	1	50	1	50	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	36	29	80.6	18	50	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	6	6	100	0	0	0	0	0	0
ESL Level 4	2	2	100	0	0	0	0	0	0
ESL Level 5	4	3	75	0	0	0	0	1	25
ESL Level 6	3	3	100	0	0	0	0	0	0
ESL Total	15	14	93.3	0	0	0	0	1	6.7
Grand Total	51	43	84.3	18	35.3	0	0	1	2

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:

WNMU

Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	101	1	0	0	100
ABE Level 2	37	4520.5	24	9	4	64.9
ABE Level 3	17	1746.75	7	8	2	41.2
ABE Level 4	7	525	2	5	0	28.6
ABE Level 5	2	242.5	2	0	0	100
ABE Total	64	7195.75	36	22	6	56.3
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	7	665.0	6	0	1	85.7
ESL Level 4	5	472.25	2	3	0	40
ESL Level 5	7	395.5	3	3	1	42.9
ESL Level 6	8	599	3	4	1	37.5
ESL Total	27	2072.65	14	10	3	51.9
Total	91	9208.4	50	32	9	54.9

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

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

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

Student:

NRS Table 5: Core Follow-up Outcome Achievement

Select Reporting System:

Agency:

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*	144	39	27.1	145	39	26.9
Employment Fourth Quarter after exit*	175	75	42.9	195	83	42.6
Median Earnings Second Quarter after exit**	39	\$937.3		39	\$937.3	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	35	3	8.6	42	4	9.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	35	4	11.4	42	4	9.5
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	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 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 18-19 ▼

Agency: WHMU

Participant Status on Entry into the Program (A)	Number (B)	
Employed	83	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	68	
Not in the Labor Force	7	
TOTAL	158	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	1	4
Grades 6-8	9	11
Grades 9-12 (no diploma)	98	22
Secondary School Diploma or alternate credential	3	3
Secondary School Equivalent	1	0
Some Postsecondary education, no degree	1	3
Postsecondary or professional degree	0	0
Unknown	2	0
TOTAL (both US Based and Non-US Based)	158	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	17	
Institutional Programs (section 225)		
In Correctional Facility	1	
In Community Correctional Program	0	
In Other Institutional Setting	0	
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 B; 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).