Annual Program Report
Cover Page

Program Name:	**Diné College Adult Education Program**
Institution or Organization:	**Diné College**
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City:	**Shiprock**
County:	**San Juan**
Zip:	**87420**
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Workforce Region(s) Served:	**Northern**
Submission Date:	**September 01, 2021**
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Signature of the Chief Executive Officer or Designee

DATE

Dr. Charles M. Roessel, President of Diné College

Typed Name and Title:

08/30/2021

Adult Education Local Program Annual Report 2020-2021

Section I. Program Narrative Report

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

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

The Land and its People

The service area is an ancient land. The people are indigenous to the land. Survival based on culture and tradition remains the norm as the old ways struggle to co-exist with new and different lifestyles. This area claims the tourist attraction known as Four Corners, the only place in the United States where four states meet. Our program is in Shiprock, northwest New Mexico. It is one of the larger communities (8,000 people) on the Navajo Nation which spans three of the four corner states. Out of six campuses Shiprock maintains the second largest enrollment of Diné College (formerly Navajo Community College, founded 1968). There are two campuses in Shiprock separated by the San Juan River. Higher Education is housed in the newer facility on the south campus. Adult Education is housed in a former boarding school, the north campus. Both campuses are off of route 491 (formerly route 666) which starts south in the city of Gallup running north into Cortez, Colorado.

The town of Shiprock is part of the Shiprock Agency, one of five agencies on the Navajo Nation. The Diné living in all agencies are spread out over a vast, mostly desert area. While all agencies have towns of various sizes, many people live distances from the towns, and each other. Housing is spread out with 40% of people living without running water, some without electricity or internet and dependent on wood and coal stoves for heat. This information is important as a backdrop to understanding the place of mainstream education as it relates to our program. While learning is essential to survival, conventional education is and has always been a luxury for indigenous peoples. This has always been the greatest barrier for programs to maintain participation and achieve success in volunteer Adult Education. All other barriers fall under the umbrella of survival.

Current Services, Population, Partnerships

All current services take their place under gainful employment. Due to the current health crisis, spring of 2020 until the present time, providing services has not only been limited primarily to the Shiprock Campus, but in most cases limited to online instruction available for those with internet service and now not directly impacted by the crisis. For those able to participate we have been available to provide instruction at all Educational Functioning Levels. This includes AEFLA approved activities: literacy, pre-HSE and HSE while incorporating contextualized instruction supporting career pathways and transition to the workplace or academic or vocational placement with the goal of employment. All our partnerships have suffered due to closure or severe limitations due to the health crisis.

The following structure prior to instruction consistent with part II WIOA (AEFLA) will continue as planned services to assist individuals who become students of the Diné College Adult Educations programs.

Student Participant Intake. a) Enrollment – student enrollment utilizes the Adult Education state office standardized form. The enrollment form consists of routine demographic information matching the state online student data base. Enrollment is available in-person or online. The enrollment form and accompanying interview format will assist in determining participant eligibility (example: minimum age requirement – 16+ or not, status with other educational experiences whether enrolled or disenrolled). Cooperation from the potential student regarding willingness to disclose learning or physical disability will provide information to aide in instruction as well as provide an opportunity for the intake person to discuss available assistance plus possible

referrals for further support. Program personnel are encouraged to explore reading in all areas of college and Adult Education student retention and persistence. *(Student Retention: Why Do We Keep Losing Them? Arnold, Jane)*. b) comprehensive academic pre-test assessment to determine students' academic strengths and weaknesses based on an approved entry-level National Reporting System (NRS) standardized assessment pre-test, c) advisement based on the results of the administered assessment including the Educational Functioning Levels (EFLs) with explanation of academics results assessed, c) student's goal in respect to gainful employment and how to advance that path whether it be: post-secondary education toward career choice, workforce, technical training, or entrepreneurship.

Continuing with AEFLA guidelines, appropriate instruction will be provided based on Educational Functioning Levels utilizing methods (such as classroom in-person, online google classroom lessons and distance learning, blended instruction, and cooperative learning) that assist with the process while supporting and encouraging goal completion. Our instructors typically allow for open discussion with students on a variety of helpful topics, for example, distractions that may impair learning. (Effects of distraction on memory and cognition: A commentary, Craik, Fergus, 2014; Maintaining Momentum Toward Graduation: OER and the Course Throughput Rate, Hilton, Fischer, Wiley, and Williams, 2016). Evaluation of performance consists of a) competency tests – textbook, commercial online software products and/or in-house produced, b) approved National Reporting System (NRS) assessment post-tests to determine current Educational Functioning Level, c) Official High School Equivalency (HSE) Practice Tests, d) Official High School Equivalency (HSE) Exam Battery, and e) obtain NM HS Diploma/Credential.

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

Planned Services, Population, Partnerships

All planned services take their place under gainful employment. We look forward to a better situation moving out of a health crisis into some form of pre-crisis operation. Our hopes are that the program can operate at full capacity on the Shiprock campus while re-establishing at our campus in Crownpoint (McKinley County) as well being receptive to other communities in both San Juan and McKinley. We intend on continuing instruction at all Educational Functioning Levels providing both in-person, blended and online instruction. As with current offerings this will include literacy, pre-HSE and HSE while incorporating contextualized instruction supporting career pathways and transition to the workplace or academic or vocational placement with the goal of employment. The target population for 2021 – 2022 is 120 students. We have already reached out to partners exploring plans to resume collaborations.

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

The COVID pandemic had an overwhelming impact on the program. All learning and HISET test centers sponsored by Diné College were shut down effective March 16, 2020. Without shut down at this time the impact of the pandemic would have been more devasting to the majority of our population served, enrolled members of the Navajo Nation and Pueblo of Zuni. Most students live on these reservations. The pandemic impact to Native Nations within the United States and world indigenous populations in general has been internationally documented with numerous reports focusing on the Navajo Nation.

Goals, timelines and collaborative arrangements were and are affected as with all school, business, work and healthcare operations. Virtual meetings, email, phone calls and text are available. In person visitations among

staff with precautions in designated areas has been successful with the cooperation and supervision of border/security guards and/or health screeners. Virtual meetings are not available where hot spot areas are closed, and people are under home lock down and not allowed to go to their work site and do not have internet access at home.

The use of technology has been available to our program locations since computers were introduced on Campuses through a special Adult Education grant. Online instruction, commercial and locally developed, has been available to our program locations over the past five years. This was some help when the pandemic struck.

Substantial Changes due to the pandemic July 1, 2020 – June 30, 2021:

- The consortium with three programs involved was dissolved.
- Four High School Equivalency HiSET centers were closed by their primary sponsor Educational Testing Service, Princeton, New Jersey – to date, these have not resumed service.
- Participation in the Adult Education program decreased.
- Some program participants accustomed to blended instruction did not continue utilizing only online distance learning.
- Three full-time and two part-time programs closed due to tribal mandates as part of the plan to contain the spread of the virus, these programs including a correctional facility were not able to reopen.
- Five full-time and three part-time adult educators were displaced from work.

Planned Services, Population, Partnerships

All planned services take their place under gainful employment. We look forward to a better situation moving out of a health crisis into some form of pre-crisis operation. Our hopes are that the program can operate at full capacity on the Shiprock campus while re-establishing at our campus in Crownpoint (McKinley County). We intend on continuing instruction at all Educational Functioning Levels providing both in-person, blended and online instruction. As with current offerings this will include literacy, pre-HSE and HSE while incorporating contextualized instruction supporting career pathways and transition to the workplace or academic or vocational placement with the goal of employment. The target population for 2021 – 2022 is 120. We have already reached out to partners exploring plans to resume collaborations.

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

As a result of strategy sessions with program administration and staff a simple plan for '21 – '22 was developed. This plan will be flexible, and all involved are prepared to adapt according to: developments relevant to the health crisis, federal CDC, New Mexico Department of Health, and Navajo Nation guidelines, regulations and mandates.

It has been decided that:

- July 2021 – June 2022: Online intake including registration, assessment and orientation will be available to students originating from the Shiprock Campus office.
- July 2021 – December 2021: All instruction will be online, utilizing distance learning with instructors and staff monitoring student work with an emphasis on appropriate accountability. Both commercial software and instructor developed materials based on teacher and student learning style experience to be successful with the specific population served. In addition to instruction program administration will continue to work with the High School Equivalency Educational Testing Service, HiSET to repair

damage incurred by the pandemic to previously Diné College sponsored test centers in San Juan and McKinley Counties. We are also exploring the possibilities of expanding this service beyond paper and pencil to include computer-based testing.

- January 2022 – June 2022: Instruction will be blended, to include both online, distance learning as well as in person, at the primary location Diné College, Shiprock Campus, and targeted additional locations currently being explored by program administration and potential partners in both San Juan and McKinley Counties. This will be in support of a sincere effort to re-establish pre-pandemic outreach activities. Diné College will resume its endeavors aimed at assisting underserved communities. The intention is to reconnect through hub locations away from the Shiprock Campus (possibly Crownpoint, Newcomb and Kirtland) with these hub locations having the potential to extend their services even further to additional communities (possibly benefiting students from: White Horse Lake, Pueblo Pintado, Lake Valley, Sanostee, Tohatchi and others not yet identified).

Section II. Student Data 2020-2021
Please enter the following student data *for your total program* for program year 2020/2021.

Total count of students with fewer than 12 hours (Table 2A)	29
Total count of students with 12 + hours	34
Total contact hours for students with 12 + hours	2170
Average contact hours for students with 12 + hours	64
Average contact hours for students with 12 + hours experiencing level gains	88
Count of all HSE graduates with 12 + hours	6
Percentage of total number of students achieving a measurable skill gain	38
Percentage of total number of students achieving employment second quarter after exit	0
Percentage of total number of students achieving employment fourth quarter after exit	0
Median earnings for former students in the second quarter after exit	0
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0

Section III. Evaluation of Program Effectiveness

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

1. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.

Current pandemic situation trends indicate:

- Increase in online enrollment
- Increase in online pre- and post-assessment.
- Performance is still affected by apparent disconnect between assessment instrument, instruction, and HSE testing.
- Based on HiSET scores, students generally perform higher than on assessment instrument post-test. The data indicates that 54% of students passing the HSE did not achieve a level gain based on post-assessment instrument and 46% achieved a level gain on the post-assessment instrument.
- The overall Measurable Skill Gain was **38%**.

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

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

Despite the impact of the pandemic, our program was able to achieve a MSG of 38%. During the pandemic, all businesses on the Navajo Nation closed or operated with limited hours due to the

mandatory curfew hours and no travel on weekends. All services such as employment agencies were also closed on the Navajo Nation.

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

Program staff, which includes all sites and locations, consistently search out and participate in national and state sponsored professional development webinars aimed at performance improvement. This includes professional development targeting instructional practices under pandemic conditions.

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

- Continue to secure the primary instructional location
- Strive to resume post-pandemic locations
- Expand to assist additional communities
- Reestablish connections with tribal, state and local service organizations

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

During the pandemic we have experienced decreases in program effectiveness in the following areas:

- Student enrollment.
- Instructional hours.
- High School Equivalency graduates.
- Measurable Skills Gains
- Reduction in partnerships
- Reduction in outreach locations

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Section IV. WIOA Partner Activities, Career Services, and Training Services N/A

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

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

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

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

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

5. Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. Please indicate the amount your program contributes in your IFA. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area. We want to get a sense of where you are in these activities, even if you do not have (or yet have) an MOU and/or IFA.

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2020-2021 program year.

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

Instructor missed a few sessions with Mr. Jeffrey Fantine due to overlapping work and instruction with students. There was one instructor teaching most of the school year 2020-2021 due to restriction on hiring additional staff.

2. Describe how your organization's activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)

We continued to provide presentations via Zoom from local employment agencies and our college personnel, and the instructor developed and incorporated real life scenarios in instruction especially those pertaining to employment and life skills.

Instruction is leaning toward post-secondary education as well as financial literacy. During the first week of class, students improved on their computer literacy skills such as typing, copying, pasting, and navigating through applications such as Google Classroom. Students practiced communication skills via email, phone calls, and zoom sessions. Soft skills have been incorporated with instructional delivery. Each class session usually involved class discussion, making connections to our workplace surroundings.

A classroom is created through a typing website. Students are given lessons and stories to type. Each class is managed by instructor. Session usually takes about an hour. Students are sometimes given an essay to retype, encouraging spelling and grammar check.

Lessons in mathematics involved the foundational skills for pre-employment. "The Plan for Successful Solving" is modeled for students to help students apply the two-step approach, which is understanding the problem then finding and checking answers. Calculator usage is encouraged.

3. If your organization is currently in the process of developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

Effort is made by preparing our students with soft skills. Examples of preparation are having several presentations about resume writing, email etiquette, zoom etiquette, dressing for success, and interviewing prep. Currently, we do not have any IET programs. However, having collaborations with partners and incorporate IET is part of our plan.

4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

With local employment agencies and services closed and/or opened with restricted access, collaborative activities have slowed. However, once these agencies reopen we plan to reengage. Collaborative efforts will be made with our local partners to ensure opportunities for our students.

Section VI. Curriculum and Instruction

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

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.

Because of the disruption of in-person instruction, the adult education staff had to switch to virtual learning. The staff participate in any and all online professional development presentations on such topics as online teaching, engaging students in an online learning environment, teaching with empathy, modeling hybrid learning and so forth. The program implemented Zoom, Edmentum, Essential Education, and Google Classroom.

Instructional deliveries incorporated the career readiness framework; revamping our curriculum to match what students could see when they begin employment. We identified students' career choices and used content similar to their needs. We continuously worked on strengthening their academic skills through various learning resources; videos, interactive activities. Our program used Essential Education, McGraw-Hill Workforce Skills: Reading for Information and Applied Mathematics series, and Number Power: Financial Literacy. Students were given assignments to conduct research on their career interest. If students wanted to stay near their hometown, we presented information about the local job market in the area.

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.

All adult education activities were conducted virtually from registration, pre-assessment, orientation, and instruction. Students who entered the program were guided through each of processes to ensure they understand what needed to be done and the expectations to be a part of the program.

Each student used their email address to join our Google Classroom. If a student did not have an email address, we could encourage students to obtain one in order to participate. We stressed the importance of email because it is cheap and is an important method of any type of business communication. We used Google classroom as a 'homeroom' for students. Instruction has been delivered using Zoom; zoom link is posted in our Google Classroom announcement. Students attend Zoom class meets three to four times a week, two to three hours a day. Tutor sessions were scheduled based on student needs. Assignments are created by the instructor using Google Docs, Google Forms. Google slides have been utilized for class presentations.

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

Instructor is using the Common Core Basics and Common Core Achieve textbooks and exercise books, CCRS skills booklets for all five subjects, Workforce Skills: Reading for Information, Locating Information, and Applied Mathematics, and various Number Power series books including Financial Literacy. Resource also come from websites such as FTC (Federal Trade Commission, New Mexico Workforce Solutions, Fidelity Investments, and Career One Stop. Instructor uses all materials and creates scenarios relatable to students. For example, math lessons are taught from the Common Core series, but assignments created by instructor have relatable situations that students may have experienced or is going to experience in the work field. The challenges we face are limited collaborations due to closures and/or limited access of local services and one full time instructor working with students all year.

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

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

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

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

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

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

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

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

IX. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2020-2021. *If you have your own program tracking system/spreadsheet, you may simply attach those in lieu of the sheet below.*

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Begay	Tomasina	Data Technician	X	BA		SEE ATTACHMENT		
Garfield	Jervis	AE Instructor	X	BA		SEE ATTACHMENT		

X. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

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

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

4. Please indicate total fair market value of donated supplies and materials. (e.g., books) -0-

5. Please indicate total fair market value of donated equipment. -0-

6. Please indicate total fair market value of donated IT infrastructure and support. $13,000

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
100 x 30 = 3,000	1.25	$3,750

Alternate option:

Please indicate institution's building renewal and replacement allocation -0-

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
N/A	-0-

B. Program Income Activities

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

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	-0-

C. Administrative Costs

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

No dollars from federal allocation were spent on administrative costs.

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2021.

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Appendix: Career and Training Services

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

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

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

The calculation for the average cost per participant of providing career services is:
Total expenditures for Career Services (excluding administrative costs*) / Total participants receiving career services** from your AEFLA-funded program.

The calculation for the average cost per participant of providing training services is:
Total expenditures for training services (excluding administrative costs*) / Total number of participants receiving training services from your AEFLA-funded program.

*WIOA provides specific definitions for administrative costs in section 3(1).
**Please note that because of the nature of career services (see table below), all or nearly all of the students in your programs receive career services.

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

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

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

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

IX. Staff and Professional Development

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Garfield	Jervis	AE Instructor	Full-Time	BA - Bicultural Studies	11 years	Talking to Elementary and Middle School Students about COVID-19	07/02/20	Online
				AA - Liberal Arts		Powerful Practices to Re-Engage Learners	07/08/20	Online
						Staying Connected: Engaging Youth Virtually	07/09/20	Online
						A Life with Dyslexia: Why Education is a Right, Not a Privilege	07/14/20	Online
						How to Mix STEM and Play with Hybrid Learning	07/14/20	Online
						Using Focus Skills to Close COVID-19 Learning Gaps	07/15/20	Online
						How Mindfulness Fits into Education in the Pandemic Era	07/21/20	Online
						Learning to Remember: Teaching Memory Strategies in Adult Education	07/24/20	Online
						3 Tips of Teaching Students in a Remote or Hybrid Learning Environment	07/29/20	Online
						Resilience and Supporting Native American/Indigenous Students	07/30/20	Online
						3 Ways to Make EdTech Easier (& 3 Favorite EdTech Tools)	07/30/20	Online
						Edmentum Virtual Conference: Building School Around Every Student	07/31/20	Online
						Reboot Your Digital Strategy	08/04/20	Online
						We're All Teaching Reading: Why Does the Instruction Look So Different?	08/05/20	Online
						Actionable Strategies to Support Students' Social-Emotional Behavior Skills	08/19/20	Online
						Ready, Set, Grow! How to Teach Growth Mindset in Grades K-8	08/20/20	Online
						How Can I Make This Work? Teaching GED® Students in the "New Normal	08/25/20	Online
						LINCS Coffee Break – Science	09/04/20	Online
						LINCS Coffee Break – Mathematics	09/10/20	Online
						Engaging Algebra and Trig Students with Discovery Learning Tools During Remote or Hybrid Learning	09/14/20	Online
						More Learning Less Netflix: Keeping Students Engaged in Classrooms and at Home	09/15/20	Online
						How to Design Socially Distanced Classrooms During COVID-19	09/17/20	Online
						Does Your Digital Strategy Need a Reboot?	09/23/20	Online
						Zoom Webinar 101	10/01/20	Online
						Teaching With Empathy – The Missing Instructional Link	10/07/20	Online
						Cybersecurity: Keeping Everyone Safe in Today's Learning Environments	10/12/20	Online
						Essential Trauma-Informed Practices During COVID-19 Recovery	10/13/20	Online
						Co-Educating with Families	11/04/20	Online
						Google Classroom Workshop	11/06/20	Online
						Effective Technology Professional Learning: Leading and Collaborating to Assure Success	11/09/20	Online

School's Out! Challenges and Solutions for School-Age Programs: Meaningful Activities	11/18/20	Online
Virtual Learning During the Pandemic: Top 10 Takeaways for the Future	11/19/20	Online
Algebra: A Balancing Act	12/03/20	Online
Tools and Strategies to Re-Engage Students and Motivate Attendance During a Pandemic	12/03/20	Online
Pathways Virtual Seminar: Teaching Reading and Writing in Adult Education	12/09/20	Online
Education at a Crossroads: A Call for Creative Policy and Action	12/10/20	Online
Invigorate Math Instruction with Contextualized Resources	12/17/20	Online
When Hate Hits Home: Securing Schools and Families from Cyber hate and Online Harassment	12/18/20	Online
Lean on Me! Supporting the Online Classroom with Coaching	12/18/20	Online
We Are All Technology Teachers and Learners: Advancing Our Practice Through Collaboration and Inquiry	01/08/21	Online
Accessing and Using Data for RESEA Evaluations	01/13/21	Online
Peer-to-Peer Engagement in Remote Learning with Padlet and Flipgrid	01/15/21	Online
Total Body Fitness: Re-Energize and Active Lifestyle	01/17/21	Online
Trauma-Informed Teaching	01/28/21	Online
Teaching Fiscal Policy in the COVID Era: Who Gets Bailed Out and Why?	02/02/21	Online
Update to the 2021 E/M Guidelines	02/03/21	Online
High-Impact Summer Bridge Strategies: Onboarding College Students for Success and Retention	02/03/21	Online
Cultural Awareness Training	02/04/21	Online
The Impacts of Macroaggressions	02/05/21	Online
Protecting Your Program and Students: Understanding How to Influence and Educate State Legislators and Makers	02/10/21	Online
Best Practices for Online Discussion	02/10/21	Online
Cultural Teachings on Sexual Harassment	02/11/21	Online
The 7 Principals of Evidence-Based Teaching: How to Meet the Needs of All Students	02/19/21	Online
Trauma Inform Care/ACT	02/24/21	Online
Preparing Students for College and Career Readiness During a Pandemic	02/25/21	Online
Bend and Breathe: Yoga and Pranayama Practices for Thriving	03/03/21	Online
Find Your Spring Motivation	03/10/21	Online
NMAEA Virtual Conference: Resilience, Recovery, Renewal (1 of 2)	03/11/21	Online
NMAEA Virtual Conference: Resilience, Recovery, Renewal (2 of 2)	03/12/21	Online
Strategies for Effective Student-Led Facilitation in Online Discussions	03/30/21	Online
Discussing Discussions: What Works and Why	03/31/21	Online
Minimize Distractions, Maximize Learning (and Your EdTech Investments)	04/06/21	Online
How Do You Use Q&A in your Online Course?	04/08/21	Online

Leveraging Online Discussions To Build Social Connections in First Year Writing Courses	04/14/21	Online
Supporting Teachers and Students as We Return to School: Preparing for Rich Mathematics Instruction	04/21/21	Online
Distance Education Strategies & Solutions: The Seven Elements of a Highly Effective Remote and Hybrid Instruction	04/23/21	Online
"The Perspective of Navajo Leadership" Training	04/29/21	Online
"Workplace Bully Prevention" Training	05/05/21	Online
"Stress Management" Training	05/07/21	Online
Building Technology Skills for Adult Learners	05/07/21	Online
Talk of the Teachers' Lounge: Exploring Challenging Behaviors and Implicit Bias	05/11/21	Online
"Sexual Harassment Prevention" Training	05/18/21	Online
"Customer Service" Training	05/19/21	Online
"Positive Relations" Training	05/20/21	Online
"Understanding Cultural Differences and Perspective" Training	05/25/21	Online
Financial Literacy Presentation	06/02/21	Online
"Workplace Diversity" Training	06/08/21	Online
"Personnel Policies & Procedures Manual" Training	06/08/21	Online
Email and Zoom Etiquette	06/10/21	Online
"Cultural Awareness: " Training	06/10/21	Online
Living Healthy and Staying Healthy	06/16/21	Online
"5 Languages of Appreciation in the Workplace" Training	06/17/21	Online
Edmentum Meeting with Laura Neuberger	06/23/21	Online
Why Professional Development is Important for Educators	06/23/21	Online

IX. Staff and Professional Development

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Begay	Tomasina	Adult Education Data Technician	Full Time	BA - Bicultural Studies	7 years	Helping Your Adult Learners Beat Test Stress	7/31/2020	Zoom
				AA Business Administration		Learning to Remember Teaching Memory Strategies in Adult Education	7/24/2020	Zoom
						Building Integrated Employment and Training Programs for ELL's in the Virtual Space	8/27/2020	Zoom
						Waking Together How Adult Educator and Workforce Development Boards Must Collaborate for Adult Learner	8/31/2020	Zoom
						Introducing the Transforming Distance Education Course	9/29/2020	Zoom
						Digital Strategy Reboot	9/30/2020	Zoom
						Avoiding Burnout & Finding Hope during Crisis for Teachers & Educators	10/8/2020	Zoom
						Modeling Hybrid Learning	11/10/2020	Zoom
						COABE Google Applied Digital Skills Training	12/8/2020	Zoom
						COABE Future Focus for the NRS	12/15/2020	Zoom
						We Are All Technology Teachers & Learners	1/8/2021	Zoom
						Creating a Resilient School Culture During a Pandemic	1/14/2021	Zoom
						COABE Celebration of Innovation Success in Adult Career Pathways	1/27/2020	Zoom
						Virtual Learning during the Pandemic: Top Takeaways for the Future	11/19/2020	Webinar
						Tools and Strategies to Re-engage students and motivate attendance during a Pandemic	12/3/2020	Webinar

Student:

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

Select Reporting System: NRS FY 20-21 ▼ Agency: Dine College-Shiprock

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
ABE Level 2	4	15	0	0	0	0	0	0	0	0	0	0	0	0	19
ABE Level 3	4	5	0	0	0	0	0	1	0	0	0	0	0	0	10
ABE Level 4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4
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	8	25	0	0	0	0	0	1	0	0	0	0	0	0	34

*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.

Select Reporting System: NRS FY 20-21 Agency: Dine College-Shiprock

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3
19-24	3	10	0	0	0	0	0	0	0	0	0	0	0	0	13
25-44	2	11	0	0	0	0	0	1	0	0	0	0	0	0	14
45-54	1	2	0	0	0	0	0	0	0	0	0	0	0	0	3
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	8	25	0	0	0	0	0	1	0	0	0	0	0	0	34

*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.

Select Reporting System: NRS FY 20-21 Agency: Dine College-Shiprock

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3
19-24	4	4	0	0	0	0	1	0	0	0	0	0	0	0	9
25-44	4	9	0	0	0	0	2	0	0	0	0	0	0	0	15
45-54	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
55-59	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	11	15	0	0	0	0	3	0	0	0	0	0	0	0	29

*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

Select Reporting System: NRS FY 20-21 ▼ Agency: Dine College-Shiprock

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**	3	13	14	3	0	1	34
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	3	13	14	3	0	1	34

*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.

Select Reporting System: NRS FY 20-21 Agency: Dine College-Shiprock

Measurable Skill Gains (MSG) by Entry Level

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

First Period of Participation | All Periods of Participation

Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	1	0	48.5	0	0	0	0	1	0	1	0	0	0	0
ABE Level 2	19	0	1334.55	6	3	0	4	6	47.37	20	6	3	0	45
ABE Level 3	10	0	647.5	0	1	0	3	6	10	10	0	1	0	10
ABE Level 4	4	0	139.75	1	2	0	1	0	75	4	1	2	0	75
ABE Level 5	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
ABE Total	34	0	2170.3	7	6	0	8	13	38.24	35	7	6	0	37.14
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	34	0	2170.3	7	6	0	8	13	38.24	35	7	6	0	37.14

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2.

Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.

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

Select Reporting System: NRS FY 20-21 ▼ Agency: Dine College-Shiprock

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 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)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	8	4	50	7	87.5	0	0	0	0
ABE Level 3	1	1	100	0	0	0	0	0	0
ABE Level 4	1	1	100	1	100	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	10	6	60	8	80	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	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0
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	10	6	60	8	80	0	0	0	0

Instructions for Completing Table 4A

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

Select Reporting System: NRS FY 20-21 Agency: Dine College-Shiprock

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	0	0	0	0	0	0
ABE Level 2	11	1080.9	8	0	3	72.73
ABE Level 3	6	518.5	1	1	4	16.67
ABE Level 4	2	86.75	1	1	0	50
ABE Level 5	0	0	0	0	0	0
ABE Total	19	1686.15	10	2	7	52.63
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	19	1686.15	10	2	7	52.63

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 = Column D / Column B

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Select Reporting System: NRS FY 20-21 Agency: Dine College-Shiprock

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

	First Period of Participation									All Periods of Participation				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	1	0	48.5	0	0	0	0	1	0	1	0	0	0	0
ABE Level 2	19	0	1334.55	6	3	0	4	6	47.37	20	6	3	0	45
ABE Level 3	10	0	647.5	0	1	0	3	6	10	10	0	1	0	10
ABE Level 4	4	0	139.75	1	2	0	1	0	75	4	1	2	0	75
ABE Level 5	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
ABE Total	34	0	2170.3	7	6	0	8	13	38.24	35	7	6	0	37.14
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	34	0	2170.3	7	6	0	8	13	38.24	35	7	6	0	37.14

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the

most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.

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

Select Reporting System: NRS FY 20-21 Agency: Dine College-Shiprock

Primary Indicators of Performance

Primary Indicators of Performance	First Period of Participation: Number of Participants who Exited	First Period of Participation: Number of Participants who Exited Achieving Outcome or Median Earnings Value	First Period of Participation: Percentage of Participants Achieving Outcome	All Periods of Participation: Total Periods of Participation	All Periods of Participation: Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	All Periods of Participation: Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	1	0	0	1	0	0
Employment Fourth Quarter after exit *	1	0	0	1	0	0
Median Earnings Second Quarter after exit **	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5

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

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential Attainment indicators on Tables 5, 5A, 8, 9, 10, and 11 each program entry and exit per participant during the reporting period is considered a period of participation.

Do not exclude participants because of missing Social Security numbers or other missing data.

Exit: The exit date is the last date of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services. Services do not include self-service, information-only services or activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

Period of Participation: For all indicators, except measurable skill gains, a period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program. States must count each participant's exit during the same program year as a separate period of participation for purposes of calculating levels of performance. For all indicators, except the measurable skill gains indicator, a new period of participation is counted each time a participant re-enters and exits the program—even if both exits occur during the same program year. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

*** Report in Column B (secondary school credential attainment) the total number of participants without a secondary school credential or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

***** Report in Column B (Attained any credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school credential or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary

education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants who earn both a secondary and postsecondary credential would only be recorded once in Column C.

Column C, for median earnings, is the quarterly wage value for participants employed in the 2nd quarter after exit.

Column D (except for Median Earnings) is the number in Column C divided by the number in Column B. Column D should never be greater than 100 percent.

Column E is the total number of periods of participation for each participant reported in column B. This number will be greater than or equal to the number of participants in Column B.

Column F (except for Median Earnings) is the number of periods of participation in which the outcome was achieved.

For Median Earnings reporting, Column F is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of periods of participation, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column F, for Median Earnings, is the median value for quarterly wage values from all PoPs reported for participants employed in the 2nd quarter after exit. In cases where participants have multiple PoPs, there would be the same number of instances of a quarterly earnings value. Those values would all be included in the final matrix of values used to determine the median quarterly earnings value for a State.

Column G (except for Median Earnings) is the number in Column F divided by the number in Column E. Column G should never be greater than 100 percent.

Columns D and G are not applicable to Median Earnings.

Select Reporting System: NRS FY 20-21 Agency: Dine College-Shiprock

Primary Indicators of Performance for Participants in Distance Education

	First Period of Participation			All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	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
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Select Reporting System: NRS FY 20-21 Agency: Dine College-Shiprock

Participant Status on Entry into the Program (A)	Number (B)
Employed	1
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	30
Not in the Labor Force	3
TOTAL	34

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	5	1
Grades 9-12 (no diploma)	28	0
Secondary School Diploma or alternate credential	0	0
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	0	0
Unknown	0	0
TOTAL (both US Based and Non-US Based)		34

Program Type**	
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	0
Institutional Programs (section 225)	
In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	0

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry* per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.
** Participants counted here must be in a program specifically designed for that purpose.
*** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

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

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

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

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

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Select Reporting System: NRS FY 20-21 ▼ Agency: Dine College-Shiprock

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.

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

Instructions for Completing Table 10

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

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

For measurable skill gain: Enter in column B the total number of correctional education program participants enrolled during the reporting period. This indicator includes both released and non-released participants. Enter in column C the number ofparticipants 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.

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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
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.

Select Reporting System: NRS FY 20-21 ▼ Agency: Dine College-Shiprock

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
Age Group (A)	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)
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Select Reporting System: Agency: Dine College-Shiprock

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 Total (E)	WIOA Funding % of Total (F)	State Funding Total (G)	State Funding % 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.).**