



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

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

2020-2021

Please email reports to:

adult.education@state.nm.us

AND

amy.anderson@state.nm.us

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

**Reporting Deadline
September 1, 2021**

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

Annual Program Report

2020-2021

Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (Curriculum and Instruction)
- ☐ Complete Section VII (IELCE- Only Complete if Applicable)
- ☐ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only Complete if Applicable)
- ☐ Complete Section IX (Staff and Professional Development).
- ☐ Complete Section X (Fiscal Survey)
- ☐ Attach all NRS Tables
- ☐ Attach MOUs and IFAs, if applicable

Introduction:

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2020-2021 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

General Instructions:

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

This section includes:

- Section I (Program Narrative Report)
 - Section II (Student Data)
 - Section III (Evaluation of Program Effectiveness)
 - Section IV (WIOA Partner Activities, Career Services, and Training Services)
 - Section V (Career Pathway Activities)
 - Section VI (College and Career Readiness Standards)
 - Section VII (IELCE Activities- Only Complete if Applicable)
 - Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only Complete if Applicable)
 - Section IX (Staff and Professional Development)
 - Section X (Fiscal Survey)
3. Attach all NRS Tables
 4. Attach MOU and IFA

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

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

**Annual Program Report
Cover Page**

Program Name: **ENMU-Ruidoso**

Institution or Organization: **ENMU-Ruidoso**

Address: **709 Mechem Dr.**

City: **Ruidoso, NM 88345**

County: **Lincoln**

Zip: **88345**

Main Phone: **575.315.1120**

Website: **<http://www.ruidoso.enmu.edu>**

Social Media:

Workforce Region(s) Served: **Lincoln County and Mescalero Apache Reservation**

Submission Date:

Program Director, Manager, or
Coordinator Name and Title: **Coda Omness**

Contact Information: Phone(s): **575.315.1120**

Email: **coda.omness@enmu.edu**

Alternate Contact Name and
Title: **Destini Taylor**

Contact Information: Phone(s): **575.315.1120**

Email: **destini.taylor@enmu.edu**

Signature of the Chief Executive Officer or Designee

DATE

Ryan Trosper, President

Typed Name and Title:

Section I. Program Narrative Report

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

1. Describe your program. 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 Adult Education program of Eastern New Mexico University- Ruidoso (ENMU-Ruidoso) currently offers services in Lincoln and Otero Counties. Services are provided at the main site in Ruidoso, due to the pandemic satellite sites throughout Lincoln County at Lincoln County Medical Center, Carrizozo Public Library, Capitan Public Library, Hondo Schools, and Corona Public Library were not accessible, we served these communities via distance education. Otero County satellite sites at the Inn of the Mountain Gods and Empowerment Center both located on the Mescalero Apache Reservation were served through distance education during the 20/21 fiscal year. Our program emphasizes literacy skill development, workforce preparation, College and Career Readiness, College and Career Pathways, I-Best and Integrated Education and Training. Eligible students are individuals 16 years of age or older, who are not enrolled in a secondary school, who do not have a secondary diploma, or its recognized equivalent, lack the level of reading, writing, and/or math skills expected of a high school graduate as shown on the TABE assessment, and/or limited English proficient.

Funds are used to provide literacy instruction to enhance students' ability to read, write and/or compute basic math to attain the High School Equivalency (HSE) diploma, English language acquisition (ELA) activities, family literacy activities, workplace adult education and literacy activities, workforce preparation activities transition classes and services for college and career readiness, and integrated education and training. The primary goal of all instruction is to assist students in raising their levels of literacy to a higher National Reporting System level by providing instruction so that eligible students can obtain gainful employment, achieve current job retention or job-upgrade, take part in career technical or post-secondary education, obtain US citizenship and provide a better life for themselves and their families.

Conference and seminar fees and expenses for staff were utilized to attend professional development offerings. Funds were used for the purchase of instructional materials (e.g., textbooks, workbooks, distance learning programs, reentry curriculum, testing materials and official HSE practice test.) Activities not funded by this grant such as testing fees, National Adult Education Honor Society induction ceremony costs, HSE graduation expenses were supported through private foundations, community organizations and local employers.

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.)

Being located on the ENMU-Ruidoso campus is an invaluable motivator for Adult Education (AE) students to further their education. The ENMU-Ruidoso Adult Education program is in the Success Emporium, a student one stop. Advocates are trained to advise AE and college students. Advocates meet with AE students and discuss future goals, present the college enrollment process, college success, and financial aid. TRIO representatives will also assist students in completing the FAFSA. AE students are invited to all

college events and are encouraged to take part. The AE and college students formed a student organization called the Ruidoso Student Hispanic Association. They are also issued a college ID which entitles them to use campus learning commons and discounts at local businesses. College Concurrent Enrollment is available to all AE students, many enroll in Career Technical Education courses.

Our program works in partnership with the New Mexico Workforce Connection (NMWFC), Lincoln County's One-Stop, is a department of ENMU-Ruidoso, AE students are referred to NMWFC services which include Division of Vocational Rehabilitation, WIOA Youth and Adult Program, TRIO services, Apprenticeship and Career Counseling.

We have an MOU with the Eastern Area Workforce Board to provide Entrepreneurship training to adult and youth AE participants. The training program creates a business plan and students pitch their ideas to potential investors. WIOA funds pay tuition, provides all supplies and technology. Participants are provided a weekly stipend for attendance.

Cooperation is key with school officials in Lincoln County and Mescalero Schools. For example, there are facility use agreements in place with Carrizozo Public Schools, Ruidoso Public Schools, Mescalero High School, and the Mescalero Empowerment Center. The AE program provides information to help at-risk high school students transition to HSE classes upon withdrawal from school, and high school counselors work with AE staff to facilitate a smooth transition. Program information is distributed through head start, elementary and secondary schools to encourage parents and family members to enroll in AE and English as a Second Language (ESL) classes.

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.

Prior to the public health order ENMU-Ruidoso Adult Education had plans to expand program offerings in HSE, ESL and Reentry at the Lincoln County Medical Center and the Lincoln County Detention Center which we had to postpone until 2021. These partnerships would have increased our participant numbers by 50%.

With the ENMU-Ruidoso campus closed for approximately 12 months for in person services, our program had to pivot to a distance education program. We implemented an online enrollment system utilizing a web-based program called KNACK; advising was done via phone and through video conferencing; staff were trained to offer the TABE assessment using Zoom for proctoring. Instruction was delivered through Google Classroom, Burlington English and Edmentum. Working with the ENMU-Ruidoso Pearson Vue testing center we were allowed to schedule 1 person per week to take the GED assessment.

COVID 19 had a tremendous impact on our program's participants, many of our participants do not have access to or are not proficient in the use of technology. This created a challenge for our program, we had to find solutions. Utilizing State AE funds, we purchased 12 laptops that were deployed to students, ENMU-Ruidoso expanded Wi-Fi service in the parking lot to provide internet access to vehicles. One-on-one sessions were setup outside our building to train students on accessing Zoom and Google Classroom.

Communication was impacted due to the pandemic. Traditionally, we meet with students daily, this constant contact keeps students motivated, gives them the opportunity to ask for clarification and help, and reinforces our commitment to follow their educational plan. During the pandemic it was difficult to reach participants, many of the program participants stopped communicating with us and we continued to try and make contact. This made our goal of 70% retention impossible.

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.

With the reopening of campus, we will resume pre pandemic services. We will offer live structured classes, Monday-Friday 8:30-5:00 pm, Monday-Thursday 5:00-7:00 pm and Saturday, 9:00-12:00 pm at the ENMU-Ruidoso site, specialized courses for reading, writing, college transitions and workforce and career readiness and one-on-one tutorial support is also available during this time.

Virtual instruction will be available via Zoom, Google Meets and Microsoft Teams to participants Monday-Friday 8:30-12:00 pm, Monday-Thursday 5:00-7:00 pm and Saturday 9:00-12:00 pm. Satellite locations will be arranged as needed. participants will have access to online program including Burlington English and Edmentum. We have increased the number of devices available participant for checkout including Chromebooks, laptops, and tablets. The program will continue to offer remote proctoring for the TABE assessment.

Academic and reentry Instruction at the Lincoln County Detention Center will be available Monday, Wednesday, and Friday 9:00-11:30 am. Students will receive multilevel academic instruction below the post-secondary level. Reentry instructional activities include fiscal management, conflict resolution, workplace skills, goal setting to name a few.

We will offer ELA instruction and tutoring in multilevel classes ranging from basic to advanced literacy, Monday-Thursday 8:30-7:00 pm. Citizenship classes will be offered in the Summer for individuals who want to learn about US history and government, fill out the Naturalization form, practice for interview and understand the right and responsibilities if citizenship.

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)	64
Total count of students with 12 + hours	42
Total contact hours for students with 12 + hours	1625.75
Average contact hours for students with 12 + hours	39%
Average contact hours for students with 12 + hours experiencing level gains	50%
Count of all HSE graduates with 12 + hours	0
Percentage of total number of students achieving a measurable skill gain	7.4%
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.	21
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	21

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.
The program hours reported for the program were low with only 64 participants reported. This trend was caused in part by the struggles that many participants had with the remote proctoring of TABE assessment to new students. The program also struggled with HSE student participation during COVID, many were not interested in participating until we had a definite answer on HSE testing availability.

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:

Our program faced several challenges this year, most notably is the decline in MSG's and Credential Attainment. Our program struggled with student engagement and contact. Many

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

of our

students simply stopped attending and would not respond to us. Using the TABE assessment proved to be difficult during the pandemic, students would fail to attend Post TABE appointments, making it difficult to document MSG's. With the limited availability of HSE testing centers, students did not have flexibility in HSE assessments.

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

The effectiveness of the Adult Education Program in improving the literacy of eligible individuals includes ESL students, students with learning disabilities, and those students scoring low on TABE testing. Our staff are all TABE certified as well as have Master's Degrees and provide expertise in all subject areas. The program also provides instruction and resources in ESL services. The English as a Second Language program begins with the Complete Language Assessment System-English or

TABE CLAS-E. It provides the resources to assess the language proficiency of English learners in the subjects of reading, listening, writing, and speaking. The TABE CLAS-E testing items are aligned with the NRS English as a Second Language. This test helps identify the strengths and curriculum needed to help with student level gains. Once levels are identified and the scores range from TABE CLAS-E Levels 1-6 and an average scale TABE score of approximately 445 on this assessment for the student enrolled in the ESL Adult Education Program. The ESL Instructor uses “Ventures,” which is a six-level, standard based, integrated skills book program for adult education. It includes Language Proficiency, as well as College and Career Readiness Standards. “Ventures” supports students and helps develop the skills needed for College, Career, and the Community. In the problem-solving portion, students work on critical thinking and soft skills. When a student reaches a TABE CLAS-E level gain to three or four, they transition to the Basic Adult Education Course.

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

We are meeting with stakeholders for feedback on relaunching our AE program. ENMU-Ruidoso's proposed services are carefully designed through a process involving continuous evaluation of best practices and dialogue with students, staff members and other stakeholders (local school systems, Early Childhood programs, New Mexico Workforce Connections regional One Stop, ENMU-Ruidoso faculty and staff, Eastern Area Workforce Development Board, local employers, Mescalero Apache Tribe, New Mexico Income Support Divisions New Mexico Child Youth and Family Division, Juvenile and Adult Probation and Lincoln County Detention Center, community based organizations, to name a few.) Our proposed program plan reflects the emphasis on workforce preparation, College and Career Readiness, College and Career Pathways, I-Best and Integrated Education and Training.

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

The pandemic has affected our enrollment and retention drastically. Our numbers have declined by 60% over the past two years. Many of our program participants are not comfortable in the distance learning environment and have chosen not to participate.

Section IV. WIOA Partner Activities, Career Services, and Training Services

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

1. 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.*

\$2600

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.
 - **Align class schedules, staffing and curricula to best meet the needs of the region.**
 - **Develop and implement a coordinated referral system.**
 - **Through contextualized instruction curriculum will align to regional labor market information, introducing students to careers in areas of regional job growth and career ladders within in demand sectors, while encouraging and supporting individual goal setting based on students' values and skills.**
 - **Align student goals with skills development (reading, writing, listening, speaking, math and technology skills) and cross reference with WorkKeys Occupational Profile and the ONET website.**
 - **Utilizing guided pathways and concurrent enrollment to make transition to college smoother for AE students.**
 - **Align instruction with next steps in career pathway and college readiness opportunities beginning from day one of participation in the AE program.**
 - **Concurrent college and AE enrollment for workforce readiness and stackable industry recognized occupational certificates.**
 - **Strengthen relationships between Adult Education providers, training providers, regional industry sectors and employers.**

Our goal is to improve educational and employability skills of adults for self-sustainability by offering quality instruction that results in the successful completion of the requirements for the New Mexico High School Equivalency diploma and/or reach a level of competency that leads to success in post-secondary education or self-sustaining employment. Bringing literacy, workforce development and business stakeholders together at the same table on a regular basis sharing emerging trends and

strategies, aligning services will benefit our mutual interest. We are committed to increase the number of adults who have literacy and workplace skills, industry recognized credentials and certificates and degrees needed for employment in high demand occupations aligned with the regional workforce priorities within a seamless network of services leading to economic self-sufficiency for the individual and the region.

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.

The Lincoln County One-Stop and Adult Ed are co-located on the ENMU-Ruidoso campus. An MOU is in effect with the local board defining the operations of the One-Stop Center and all the partner participants in a Resource Sharing Agreement which allocates financial support for the activities of the One-Stop system and infrastructure cost. The AE Director works closely with the NM Workforce Connection (NMWFC) Director who is the One-Stop manager, meeting weekly to share information. The NMWFC Director manages Title 1 services throughout 12 eastern counties in NM and serves on the One-Stop Board. He attends all Eastern Area Workforce Development Board meetings and shares information with AE staff on a regular basis. The NMWFC Career Coaches work directly with AE staff to refer and provide services for students.

When an individual comes into Workforce Connection seeking employment and/or educational training opportunities, Navigators (AE and College front desk staff) direct them to the appropriate service to meet their educational and/or career needs. Employment services are available for NMWFC clients and adult education students and individuals can co-enroll in programs. Participants have access to office computers and phones to register for unemployment services. A Career Coach can assist participants to register in VOSS, search for jobs, apply for jobs, practice interview skills and provide job referrals. The Work Keys assessment is available to measure foundational and personal skills as they apply to the workplace. Career Coaches are WIOA specialists for both youth and adult services. Participants who qualify can receive on-the-job training, support services for in-school participants, technical training work experience and other related employment services.

If the participant has low literacy skills or lacks a high school diploma, they are referred to our AE program. Which can provide services for any participant in need. Services include adult education instruction, one-on-one tutoring, and assistance in obtaining an HSE diploma. English Language Acquisition instruction and U.S. Citizenship preparation is also available with services regarding career advisement and transitioning to higher education for occupational or degree programs.

Within the college structure, the AE program and One-Stop can conduct joint staff meetings to share information about workforce needs of local employers, review labor market data, evaluate the appropriateness and effectiveness of adult education programming as it corresponds to the local plan and to plan for future activities such as career fairs. One collaboration that has resulted is an Entrepreneurship program offered to youth in the AE program by the WIOA program, these students are attending instruction to obtain their HSE while attending a biweekly course where they are creating a business plan and learning the skills to operate their own business. Students work with Youth Career Coaches who track accountability and offer support.

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.**
 - a. ENMU-Ruidoso AE program has participated and was fully involved in the state-sponsored Career Pathways Institute this year.**
 - b. The program's service delivery model was enhanced to include a career pathway plan which includes IET programs, a curriculum aligned with career pathway standards, and enriched programming for individuals with low literacy levels, individuals with significant barriers to employment, and Justice Involved Individuals.**
 - c. The program was able to further develop and strengthen partnerships.**
- 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)**
 - a. ENMU-Ruidoso AE program adopted a new onboarding plan to include career exploration and career interest assessments.**
 - b. Our program's curriculum aligns with all college and career readiness standards.**
 - c. The program also implemented a concurrent enrollment model to provide individuals with opportunities to start and complete postsecondary education and training programs while in the AE program.**
 - d. The program fully fulfills the three requirements for an IET program.**
 - i. Adult education and literacy activities- The program encourages and provides opportunities for individuals to engage in Family literacy activities throughout the year. For example, virtual family literacy sessions during COVID-19.**
 - ii. Workforce preparation activities- The program partners with local New Mexico Workforce Connection one-stop center to offer workforce preparation workshops. For example, job search, resume building, career exploration, interview preparation, and professionalism.**
 - iii. Workforce training- The program integrates workforce preparation and employability skills activities into the curriculum. Classroom instruction in many ways mimics workplace expectations such as**

integration of critical thinking, digital skills, and self-management. For example, activities focused on solving problems, locating information, working in groups and using technology.

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.

a. ENMU-Ruidoso Program has already developed and enhanced IET programming as reported in the AE mid-year report.

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.

a. ENMU-Ruidoso AE program partners with local New Mexico Workforce Connection one-stop center to offer qualifying individuals work-based learning opportunities through on the job training, apprenticeships, and work experiences.

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).

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.

Our program relies heavily on the initial TABE assessment to provide us with baseline measures of student preparedness. After evaluating our students' initial Math and Reading skills, our priority is to design an individual educational plan that allows them to progress quickly towards substantial skill gains. To maximize quality and intensity, our instructors utilize many additional academic resources. To bridge our priorities of skill gain and readiness, we consistently review the TABE 11/12 blueprints from DRC.

We believe that each student's learning experience is unique. According to Comings, Perella, and Soricone (1999), students who set specific goals are more likely to continue with their studies. By setting SMART goals in our orientation process, we can ensure student buy-in and appropriate intensity. It is important to realize that not all students excel in test-taking and initial assessments are not always a strong indicator of preparedness. Therefore, we continuously implement secondary assessment. Mockingbird Education, Burlington English, Edready by NROC, and Edmentum's Plato, give us more opportunities to drill down to more specific student strengths and deficiencies: while also adding a wealth of aligned programmable content.

ENMU-Ruidoso's Adult Education program has been actively involved with the states Career Pathways Initiative. We continue to partner with key local employers to identify in-demand occupations within the prescribed career clusters. With this information, we are creating pathways

with stackable credentials. We have also leveraged our partnership with NWCC to increase our OJT and Apprenticeship opportunities.

The five essential components of reading instruction are phonemic awareness, phonics, fluency, vocabulary, and comprehension. All these skills are included in the Adult Education Program instructional practices. These are the foundations of all skills in reading to master curriculum needed for assessment as well as career achievements. Adult education students should be able to read fluently at a rate of 250-300 words per minute. There are many students who have poor reading habits. Our program supports students with a variety of reading strategies such as reading silently and providing a variety of practice reading materials. Many tools used are to support the learner in context clues, inference, and text structure.

The Individual Profile created for the TABE score results contains the Performance on Domains in all subject areas in Reading, Mathematics, Language Arts, and Writing. The Adult Education Program focuses on those skills obtained in Reading and in Mathematics. Reading domains consist of Reading Foundational Skills, Key Ideas and Details, Craft and Structure and Integration of Knowledge and Ideas. These domains provide details of what skills are proficient as well as the area that needs to be focused on. If a content area that needs attention is “Distinguish between vowel sounds of words embedded in sentences”, the instructor knows skills that are needed to concentrate on for this student is phonemic awareness and phonics. This information is then researched through the College and Career Readiness Standards for Adult Education. The instructor then knows to use Reading Standards: Foundational Skills, RF 2 (a through h). This strand is “Demonstrating Understanding of Spoken Words, Syllables, and Sounds (phonemes) and (phonological awareness). The instructor then builds lessons using the required curriculum to master each skill. This continues to build to the next strand in Foundational Skills to (RF.3): Know and Apply Grade-Level Phonics and Word Analysis Skills in Decoding Words (Phonics and Word Recognition).

The use of TABE scores and the College and Career Readiness Standards for English Language and Literacy for Adult Education are used together to create lessons for mastery of skills needed in all areas of instruction. These lessons are designed exclusively for students at all levels and content areas.

1. 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.

The AE program incorporates a variety of technology, services, and delivery systems within the instructional setting to supplement and support student learning. Such activities increase the rigor of the overall program, promote workforce skill development, and develop skills for students planning to continue in a post-secondary educational program. We lend laptops and Chromebooks to students who do not have access to their own technology off campus. Through this lending program students can supplement their education outside of the classroom. The use of technology also provides a list of varied activities which increases student interest in the class and frequency of participation in learning activities as well as promotes time on task. For students with limited computer skills, along with attending basic computer class, it reinforces and improves those skills which are needed in post-secondary education and the workforce.

Distance learning is available in a synchronous format utilizing Canvas, Google Classroom tools, Zoom and Teams. ELA and AS students participate and receive instruction at a distance. The AE program is developing a series of badges through Canvas that students will earn as they reach milestones, for example successful completion of orientation, hours in the program, etc. AE students have access to all technology and resources at the ENMU-Ruidoso Success Emporium Learning Commons (formally the campus library), including the NM El Portal, use of computers, tablets, databases and resources. Instructors also use resources developed through NM DELT to enhance student learning.

The program uses several computer-based assessments such as TABE and WorkKeys to evaluate students' academic skill level or career interest. This assist in developing an instructional plan to effectively assist students in test preparation, workforce readiness and post-secondary education and training programs. WorkKeys also awards the National Career Readiness Certificate which employers rely on as a screening, training and advancement tool.

Edmentum's distance learning program is available to students who complete at least 12 hours of class time and who have a desire to continue the learning process outside of class time. Students are encouraged to use this online learning system to strengthen and supplement classroom instruction. Edmentum allows students to work at a distance and provides an opportunity for instructors to assign activities in the core subjects tailored to meet specific occupational and instruction needs of the individual student based on interest and skill level.

ELA distance education is offered through Burlington English, a program for English language acquisition. It combines face-to-face classroom activities with any time-anywhere access online interactive activities. ELA instructors can monitor students' progress assign activities tailored to student's needs. Burlington English also offered an IET approach that reinforces workforce skill development.

The diversity of technology and distance learning activities used and provided in our program have proven to be effective in preparing our students for continuing education, workforce readiness and career skills development.

2. 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.

As many of our students' study to obtain their HSE Diploma and prepare for success in college/training programs or entering the workforce, we focus on integrating many of the Career and College Readiness Standards (CCRS) into our classroom activities. Classroom instruction will be individualized in a multi-level classroom, which includes mini-lessons, student practice, discussions, small group projects, research projects, and computer-assisted learning. Based on the essential components of reading instruction, (alphabets, fluency development, vocabulary development, and comprehension strategies), students will be taught how to read passages and identify the main idea, to examine how details and examples support the main idea, how to analyze fact or opinion, how to obtain the meaning of words from context, and to use their critical thinking skills. Regarding writing, these skills are applied to creating a well-organized essay, which can support their opinions.

The focus in math is to build a foundation in math concepts that increases fluency in math skills and enables the application of those skills to solve everyday problems. Our program will follow a progressive instructional format that allows students to develop skills relative to the properties of numbers and the connections between mathematic operations. The application

of these skills helps the student to deal with new concepts and apply prior learning to solve new kinds of mathematical problems. The rigor of the progression increases as the student develops additional skills and eventually applies these skills in context by performing calculations in geometry, measurement, probability, and algebraic thinking.

Students in the ESL component of our program use the Venture series as their primary text. These books are aligned with CCRS, WIOA, ELP and NRS standards. The topics covered are geared to life experiences.

We have also developed a CCRS based syllabus for each subject area covered within our AE instructional program in both the ESL and AE strands. Each student follows a structured program of skill development from the basic skills that they lack to more complex and rigorous tasks and skill acquisition.

HSE students are eligible to participate in concurrent enrollment at ENMU-Ruidoso. This program gives students the opportunity to participate in college CTE courses including Workplace Skills, Welding and Certified Nursing Assistant.

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:
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

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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).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:
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
Omness	Coda	ABE Director	Full	Masters	15+	Simplify Test Administration and Reporting with TABE CLAS-E Online (NM & TX)	27-Jan	Virtual
						NM CPI - Contextualizing Instruction	29-Jan	Virtual
						NMAEA	March	
						Achieving the Dream Conference	February 16-19	Virtual
						CTE Funding & Application Workshop	March 2-4	Virtual
						Effectively Partnering with Faculty in Transforming Student Success	8-Mar	Virtual
						What You Should Know About Finances In Adult Education	11-Mar	Virtual
						Workforce Resources, Partnerships and Opportunities	11-Mar	Virtual
						HLC Conference	April 5-9	Virtual
						Making a Difference: Peer Tutoring Behind Bars	26-Apr	Virtual
						Columbia Pathways Institute	June 14-25	Virtual
Ortiz	Jessica	Advocate	Full	Masters	5	Startup Generation Immersion Trainer Training	June	Virtual

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			Startup Generation Adult Workforce			January	Virtual	
			DEI Conference			February	Virtual	
			NMAEA			March	Virtual	
			Guided Pathway’s at Rural Colleges			June	Virtual	
			Motivational Coaching			July		
Prelo	Ashley	Advocate/ESL Instructor/ABE Instructor	Full	Masters	7	Startup Generation Adult Workforce	January	Virtual
			NMAEA			March	Virtual	
			Startup Generation Immersion Trainer Training			June	Virtual	
Kissee-Dowdell	Cheyenne	Navigator/Data Technician	Full	Associates	3	Navigating First-generation Students to Success	April	Virtual
			Constructing a Culture of Teamwork			June	Virtual	
			NMAEA			March	Virtual	
			DEI Conference			June		
			Startup Generation Immersion Trainer Training			June	Virtual	
Taylor	Destini	Navigator/Data Technician	Full	Associates	4	NMAEA	March	Virtual
			Constructing a Culture of Teamwork			June	Virtual	
			DEI Conference			February	Virtual	
Gonzalez	Monica	ABE Instructor	Full	Masters	10	NMAEA	March	Virtual
			DEI Conference			February	Virtual	

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Hargis	Hank	ABE Instructor	Full	Masters	10	NMAEA	March	Virtual
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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

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

Total hours contributed	Fair Market Value per Hour	Total
2000	\$9.50	\$19,000

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

Total hours contributed	Fair Market Value per Hour	Total

4. Please indicate total fair market value of donated supplies and materials.

(e.g., books)

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

\$4500 (15 Chromebooks)

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

\$1250 (50 hours @ \$25 per hour)

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
2855	\$15	\$42,825

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
Eastern Area Workforce Board	\$44,004

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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). **22.75%**

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.

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

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Referrals to and coordination of activities with other programs and services.	Career Service
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

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting

NRS FY 20-21



Agency: ENMU-Ruidoso

System:

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

Enter number of participants achieving educational gain at each level.

[illegible]

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL 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	1	1	100	0	0	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting
System:

NRS FY 20-21

Agency: ENMU-Ruidoso

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	2	100	1	0	1	50
ABE Level 3	1	67	0	1	0	0
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
ABE Total	3	167	1	1	1	33.33
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	3	167	1	1	1	33.33

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.

Student:

NRS Table 4B

Select Reporting
System:

NRS FY 20-21



Agency: ENMU-Ruidoso

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	2	100	1	0	1	50
ABE Level 3	1	67	0	1	0	0
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
ABE Total	3	167	1	1	1	33.33
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	3	167	1	1	1	33.33

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.

Student:

NRS Table 4C

Select Reporting System:

NRS FY 20-21

Agency: ENMU-Ruidoso

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

[illegible]

ABE
Level
1

ABE Level 2	2	0	100	1	0	0	0	1	50	3	1	0	0	33.33
ABE Level 3	1	0	94.5	0	0	0	1	0	0	2	0	0	0	0
ABE Level 4	3	0	87.75	0	0	0	2	1	0	3	0	0	0	0
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	6	0	282.25	1	0	0	3	2	16.67	8	1	0	0	12.5
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	1	0	59	0	0	0	1	0	0	2	0	0	0	0
ESL Level 3	1	0	15	0	0	0	1	0	0	1	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	1	0	74.25	0	0	0	0	1	0	1	0	0	0	0
ESL Total	3	0	148.25	0	0	0	2	1	0	4	0	0	0	0
Grand Total	9	0	430.5	1	0	0	5	3	11.11	12	1	0	0	8.33

- 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.

Student:

NRS Table 5

Select Reporting
System:

NRS FY 20-21 ▼

Agency: ENMU-Ruidoso

Primary Indicators of Performance

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	4	1	25	4	1	25
Employment Fourth Quarter after exit *	2	0	0	3	1	33.33
Median Earnings Second Quarter after exit **	1	4606.25		1	4606.25	
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

Student:

NRS Table 5A

Select Reporting
System:

NRS FY 20-21



Agency: ENMU-Ruidoso

Primary Indicators of Performance for Participants in Distance Education

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	1	1	100	1	1	100
Employment Fourth Quarter after exit	1	1	100	1	1	100
Median Earnings Second Quarter after exit	1	4606.25		1	4606.25	
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.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting
System:

NRS FY 20-21

Agency: ENMU-Ruidoso

Participant Status on Entry into the Program
(A)

Number
(B)

Employed	20
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	9
Not in the Labor Force	3
TOTAL	32

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	4	2
Grades 9-12 (no diploma)	19	4
Secondary School Diploma or alternate credential	0	1
Secondary School Equivalent	1	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	0	0
Unknown	1	0
TOTAL (both US Based and Non-US Based)		32

Program Type**

In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	0

Institutional Programs (section 225)

In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0

Participant Status on Entry into the Program
(A)

Number
(B)

TOTAL Institutional

0

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

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

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

Employment Status definitions:

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

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

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

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

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

Student:

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

Select Reporting
System:

NRS FY 20-21

Agency: ENMU-Ruidoso

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

Increased Involvement in Children's Education	0	0	0
Helped more frequently with school		0	
Increased contact with children's teachers		0	
More involved in children's school activities		0	
Increased Involvement in Children's Literacy Activities	0	0	0
Reading to children		0	
Visiting library		0	
Purchasing books or magazines		0	
Left Public Assistance	0	0	0

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting System:

NRS FY 20-21

Agency: ENMU-Ruidoso

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
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Achieved Citizenship Skills	0	0	0
Voted or Registered to Vote	0	0	0
Increased Involvement in Community Activities	0	0	0

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:	NRS FY 20-21	Agency:	ENMU-Ruidoso			
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.

Student:

NRS Table 11

Select Reporting
System:

NRS FY 20-21 ▼

Agency: ENMU-Ruidoso

Outcome Achievement for Participants in Integrated Education and Training Programs

Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	0	0	0	0	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	0	0	0	0	0	0
MSG via Secondary or Postsecondary Transcript	0	0	0	0	0	0
MSG via Progress Toward Milestones	0	0	0	0	0	0
MSG via Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0

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

Instructions for Completing Table 11

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