



ADULT EDUCATION PROGRAM

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Workforce Region Served: Northern Region

FY 2020-2021 Annual Report

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Date Submitted: September 01, 2021

A handwritten signature in black ink, appearing to read "Rebecca K. Rowley", is written over a horizontal line.

Signature of the Chief Executive Officer or Designee

Rebecca K. Rowley, President

Typed Name and Title

09/01/2021

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

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 SFCC AE program, in alignment with the Combined State Plan and Workforce goals, has a strong focus on College and Career Readiness Standards (CCRS). In accordance with WIOA Section 203, SFCC AE serves adults and out-of-school youth (ages 16-24), who have low income, limited skills, are disadvantaged, are unemployed, are English Language Learners (ELL), and are the most vulnerable.

Adult Education: SFCC AE provides a series of classes for Adult Basic Education and Adult Secondary Education through its Academic and Career Education (ACE) Program. Instruction is offered below the postsecondary level in Reading, Writing and Mathematics to help students complete their secondary level of education for college and career and to prepare for acquiring an HSE credential through testing with either the GED or the HiSET exams. The subjects of Social Studies and Science are also offered at more challenging levels, stressing critical reasoning and communication skills. Class syllabi are based on the state-adopted College and Career Readiness Standards (CCRS) and include learning objectives for computer literacy and career preparation. Instruction is offered in English and in Spanish, on-site, in the community, and by Distance Learning.

Literacy: The SFCC AE literacy tutoring component, Literacy Volunteers of Santa Fe (LVSF), supports students with skills below the 6th grade level in reading, writing, math or English-speaking skills. Basic Literacy and English as a Second Language tutors work with native and non-native English-speaking students to build skills needed to reach student goals using individualized learning and employment plans. This includes preparation for enrollment into ACE, ESL, or Integrated Basic Education Skills and Training (I-BEST) classes. LVSF uses texts based on CCRS and best practices for fundamental reading instruction and language acquisition. LVSF tutoring is offered on-site, at partner sites throughout the community, and online. Students and tutors are offered digital, health, financial, and career pathways workshops to promote success with life skills.

Workplace adult education and literacy: SFCC AE promotes basic skills instruction delivered in the workplace. The LVSF workplace tutoring program places volunteer tutors into the workplace to work with employees to improve their English literacy and workforce preparation skills. Offering workplace ESL classes on the job is a way to provide instruction to those who have problems accessing programs outside of work. LVSF also provides tutoring for individual BL and ESL students requesting job-specific skills training that they cannot access in an AE classroom.

English Language Acquisition: The SFCC ESL Program in Adult Education serves Limited English Proficient individuals who have barriers to employment, promotion, future education, and community engagement because of low or no English language skills. Six levels of proficiency are offered morning and evening at SFCC and one off-site location in partnership with Santa Fe Public Schools' Parent Academy Program. Online classes and elective skills practice courses are also offered. The ESL Program exists to enable English Language Learners (ELL) to achieve proficiency in the English language to the degree that they are able to function effectively as residents, students, and workers in the community. The ESL Program offers a structured, standards-based series of classes in six proficiency levels taught by experienced and qualified instructors trained in best practices for Teaching English to Speakers of Other Languages (TESOL). Implementation of the ESL Program curriculum, based on the English Language Proficiency Standards

(ELPS), is ongoing. The four language skill domains of reading, writing, speaking, and listening as well as pronunciation, grammar/mechanics, and vocabulary building are all components of each proficiency level within productive, receptive, interactive, and micro-linguistic modalities. The ESL Program Contextualized Instructional Model involves practice of soft skills, academic skills, and language skills to prepare ELL's for future education, employment, promotion, and full engagement in the community. This contextualized instruction is a perennial fixture of the ESL Program curriculum and is manifested by a) use of the ELPS, b) the WIOA correlated and ELPS-integrated textbook series we use (Ventures, Step Forward, and Stand Out), c) the Career and Educational Pathways micro-credentialed elective set of classes, and d) continued surveying of students to ensure ESL classes meet their needs. Individual class projects and practices such as industry research, resume-writing, and soft skills practice allow for safe-environment simulations of the English language as well as providing life/work simulations that increase confidence, familiarity, and fluency with English. The ESL Program also refers ESL students to LVSF where tutoring in ESL helps students with their basic speaking, reading and writing skills for achieving academic, career, and citizenship goals.

Integrated English Literacy and Civics Education (IELCE): The IELCE component of the SFCC ESL Program offers student-directed content and contextualized instruction in a standards-based curriculum which is required by instructors to use and fully integrate in every classroom. In addition, instructor-facilitated learning opportunities are organized for outside the classroom and in the local community to support English language practice in authentic settings with academic, career, and civic focused activities. SFCC ESL, in accordance with 34 CFR parts 463.70-463.75 “provides the option for interested eligible individuals to access integrated education and training services” through referrals made to the I-BEST program. An I-BEST Transitions class will be made available to advanced ESL students, which supports these students as second language learners, and prepares them to enter accelerated Career Track programs in careers which are most in need in the region, such as Health Care and Early Childhood Education.

Workforce preparation: Integrated into all AE classes are activities for preparing students for the workforce including digital literacy, financial literacy, health literacy, time management, career coaching, advising for entering postsecondary education, communication skills, critical thinking and other soft skills. All the programs have access to computer labs where they can enhance their digital literacy skills.

Integrated Education and Training (IET): SFCC AE offers IET activities at tiered levels. Eligible AE students are able to participate in an Integrated Basic Education and Skills Training (I-BEST) educational and career pathway model, earning stackable and portable industry-recognized college credentials as they continue to develop academic skills for independent college readiness. I-BEST certificate programs offered at SFCC AE are in the education and healthcare career pathways, both of which align with the top occupational cluster priorities identified by the Northern Area Local Workforce Development Board (NALWDB). Career/technical learning objectives and classroom instruction are fully integrated with contextualized basic education and career preparation through a team-teaching model. Students not quite ready to enter the college-credit certificate level of their pathway are encouraged to start at the I-BEST Bridge level which includes working on basic academic skills, English language acquisition, career preparation activities, and introductory job-sector specific training. In developing and implementing I-BEST programs, AE partners with SFCC administrators and instructors in the career/technical training programs, HELP New Mexico Inc. Inc., and New Mexico Workforce Connections to refer and co-enroll students in adult education, SFCC credit-bearing certificate programs and the NM workforce system. In addition to I-BEST, SFCC AE has expanded IET instruction more broadly to integrate workforce preparation skills focused on career pathways, across all services including HSE preparation, ESL classes, and basic literacy services.

Corrections Education & Education of Institutional Individuals: The SFCC AE literacy tutoring component, LVSF, provides tutors who typically work with inmates on-site at the Santa Fe County Adult Detention Facility (SFCADF) to work with English speaking inmates who have reading, writing, or numeracy skills below the 6th-grade level to help them build up their basic skills in preparation for instruction on the pre-high school

equivalency (HSE) level. Occasionally, tutors may also be asked by the SFCADF Instructor to work with inmates to help them acquire the skills needed to transition from pre-HSE material to HSE material in reading, writing, math, social studies and/or science in preparation to pass the HSE exams. Basic skills are usually tutored one on one or in small groups, but tutors may work with larger groups on workforce preparation including higher-level college and career readiness skills, comprehending informational text relating to specific careers, critical thinking skills, and problem- solving. Tutors may assist inmates in acquiring the skills needed to be successful in the application, resume building, and interviewing process. Upon release, re-entry students may continue with tutors at the SFCC AE Department, or work with the LVSF coordinator to transition into AE HSE, I-Best classes, or enroll in SFCC classes.

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.)

ACE Program

The ACE program continues to work with LVSF coordinating the instruction of low-level students. The goal is to work with students and their tutors to align instruction to ACE program curriculum so that students get the most from their classes and from their tutoring. ACE is also supporting IBEST in recruitment, advising, and with classroom technology. The connection between ACE and IBEST is critical, since many IBEST students are working on their HSE as well as a certificate.

ACE also partners with New Mexico Workforce Connections by implementing a career readiness program component delivered by the Job Development Career Coach (JDCC), and employee of DWS located on campus. The JDCC delivers a series of workshops to ACE and I-BEST students throughout the year that are designed to prepare students to enter and succeed in the workforce upon completion of their programs of study.

ACE staff and faculty work closely with staff and faculty from the Health and Sciences department, as well as with the Department of Trades and Technology to design and deliver I-BEST career training programs offered to students who are preparing for their GED. Staff and faculty meet on a regular basis to plan, coordinate, and integrate curriculum and lesson plans.

Finally, ACE partnered with all AE programs in the Northern Workforce Region and with the Northern Area Workforce Development Board to develop an MOA that defines partnership roles to support AE students to enter into workforce training programs, Integrated Education Training (IET) programs.

ESL Program

The SFCC ESL Program partners with Santa Fe Public Schools' Parent Academy in a formal MOU agreement to provide ESL classes to parents of SFPS students and the greater community with beginning and intermediate level classes four nights per week during our 12-week semesters.

There is also professional, but informal cooperation with Literacy Volunteers of Santa Fe to cross-refer students for English language acquisition services and with the Academic and Career Education and IBEST Programs to facilitate matriculation from the ESL Program into high school equivalency or certificate programs.

LVSF Program

Literacy Volunteers of Santa Fe (LVSF) has a formal MOU with SFCC which allows LVSF, a separate 501-C3 non-profit organization to be housed on campus as an in-kind donation from SFCC. LVSF is part of the Adult Education Department at SFCC. LVSF partners with the SFCC Adult Education Department to provide one-on-one and small group tutoring to students who require additional support with their studies. LVSF had a previous formal MOU with the Santa Fe County Adult Detention Facility (SFCADF) to provide tutoring services in reading, writing and math in an effort to assist inmates in improving their basic skills in preparation for the High School Equivalency exam and to serve individuals who have been recently released from incarceration. This MOU has not been renewed formally during the COVID-19 pandemic, as non-essential personnel were not allowed on-site during COVID, though SFCADF wanted to extend the agreement for two more years. LVSF will re-visit the agreement when it is safe to return tutors to onsite tutoring. A re-entry student matched with a tutor prior to the COVID shut down, continues to work with an LVSF tutor.

LVSF collaborates with the United States Citizenship and Immigration Service (USCIS) to train volunteer tutors to assist students in studying for their US citizenship exam. LVSF has also hosted two Naturalization Ceremonies at SFCC. LVSF continues to serve ESL and Citizenship students who are referred by Somos Un Pueblo Unido. LVSF is in the process of formalizing an MOU with the Santa Fe Dreamers Project and are exploring joint funding possibilities for collaboration in offering more Citizenship tutoring services in Santa Fe County.

LVSF's partnership with the Higher Education Center (HEC) has recently allowed us to offer our tutors and students in-person tutoring capability at the HEC facility provided mask wearing and social distancing practices are observed. LVSF coordinators continue to use the *Unite Us* platform with the CONNECT Santa Fe navigating network to receive referrals for our services from other network agencies such as the Santa Fe County Community Services Department, most recently.

LVSF is working with the director of Reading Quest, which is an after school tutoring program for elementary students, to provide tutoring for parents during the time of their childrens' tutoring sessions and an agreement is pending.

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.

ACE Program

COVID-19 had a profound impact on the ACE program during the 2020-2021 program year and has served as both a noteworthy challenge as well as a significant achievement for the program as a whole. Over the course of the year, ACE staff made tremendous progress in their ability to effectively engage students in an entirely online learning environment. All aspects of the ACE program moved to an online platform including new student orientation, TABE testing, advising, enrollment, and instruction. ACE staff used a range of online resources to assist with this goal, including Zoom, Canvas, Newsela, Microsoft Teams, Google tools, Mentimeter, TABE remote proctoring, and Essential Education. In addition to attending online classes, students worked independently on Essential Education to make progress toward their goals.

Access to technology for this student population was a challenge in the face of COVID-19, however many more students than originally expected, were able to access a computer and ask for assistance from family members. In addition, we were able to check out 25 Surface Tablets to students to assist with their online learning.

At the end of Spring semester, a survey was administered to all ACE students to gather their input on whether they prefer taking classes online or face to face. Surprisingly, only 11% of the responses (out of 120) stated that they would prefer face to face classes, while 89% of students said that they would prefer either online or a hybrid model. Across the board, students stated that the remote format was much more accessible and convenient for working adults. Overall, consistent participation in all ACE classes was significantly higher during the 2020-2021 academic year than in previous years. This increase in student retention was also reflected in the HED Fundable Rate which was up by 11% from the previous year and up 8% from the year before last.

ESL Program

The ESL Program was tremendously affected by the COVID pandemic. Almost three-quarters of ESL students left the program in the last half of the Spring 2020 semester because of the pandemic forcing ESL classes to transition to online formats. This attrition was mainly due to students' lack of access to appropriate devices and low digital literacy levels. After the Spring 2020 semester, over half of ESL instructors declined to return for FY 20-21 because of the online teaching format; this hindered our ability to offer elective classes. One ESL Program administrator retired just before the pandemic close-down of SFCC and was not replaced until a year later and this severely limited administrative work capacity. Santa Fe Public schools were closed and, as a result, six off-site classes were lost. During the 2020-2021 year, there were only 12 ESL classes each semester compared to 21 classes each semester in the previous academic year. Because of the pandemic, only online format classes were available to give and only students with access and digital literacy were able to attend those. Testing was not available for the same access and literacy reasons in Spring 2020, Summer 2020, and Fall 2020. Some testing was completed in Spring and Summer of 2021.

LVSF

LVSF student enrollment and retention decreased significantly since transitioning to remote tutoring during the pandemic. Many students were not equipped with devices or digital skills to participate in virtual tutoring. In addition, a majority of the volunteer tutors were not willing or equipped to tutor online. Because tutors were not allowed on site at the Santa Fe County Adult Detention Facility and the SFCADF Adult Education Instructor retired in May, 2021, our population being served there has declined as well except for a re-entry student. For Basic Literacy and ESL students who were able to transition to virtual tutoring, most were able to benefit from the virtual tutoring and found the delivery of services more convenient. Some students had difficulty in sustaining their virtual learning sessions due to competing demands for computer time and distractions within the home.

LVSF transitioned to enrolling and pre-testing students virtually. Basic Literacy student screening was halted because it must be conducted in person. Tutor training and development workshops were delivered virtually. LVSF coordinators provided online workshops and support to the volunteer tutors to develop their confidence, skills and strategies in remote tutoring. LVSF coordinators focused on expanding workforce preparation by continuing to reach out to those who have lost their jobs during the COVID-19 Pandemic and help them prepare for pre-HSE studies or other re-careering.

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.

ACE Program

As stated above, performance outcomes for the remote ACE program were more positive than expected. In particular there was a noticeable increase in student retention and participation. Also, a large majority of students expressed an interest in continuing with online classes. As a result, and in light of the most recent increase in COVID cases, all ACE classes will continue to be scheduled primarily in an online format, at least through the 2021-2022 academic year. When it is safe to do so, all ACE classes will incorporate a face to face lab class that will be held on campus, once a week, in addition to the online classes. TABE testing will continue to be administered

in an online format and ACE staff will make exceptions for students who have technology issues and need to come on to campus to complete the TABE test.

All ACE staff will be working on campus at 50% capacity and will be working the other 50% from their home office.

ESL Program

As of this writing, COVID virus variants are increasing infection rates, especially among the unvaccinated population. Nonetheless, the ESL Program is forging ahead with approved in-person classes and adhering to COVID safety regulations such as masking and physical distancing. Because room capacities are affected by physical distancing requirements, classes will be less than half of the potential maximum enrollment. The Parent Academy with Santa Fe Public Schools is being restarted and there will be 6 ESL classes in three proficiency levels over 4 nights per week at a local school site. Three online classes will also be retained in the roster of classes for students who prefer that format. All instructors and administrators are ready should we have to transition back to online formats due to pandemic-related closures. All classes will have some degree of hybridity as we seek to be as accommodating as possible with students and their attendance needs and as responsive as possible to safety during the pandemic.

LVSF

LVSF's priority is to increase equity in terms of technology by purchasing and providing students with tablets for their online tutoring. LVSF will offer either in-person tutoring, online tutoring or a combination of the two depending on the needs and preferences of the student and tutor. Many tutors and students have found online tutoring to be more convenient than the in-person model. LVSF has also purchased laptop computers to provide to students who do not have access to suitable devices for online learning.

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)	315
Total count of students with 12 + hours	551
Total contact hours for students with 12 + hours	37,249
Average contact hours for students with 12 + hours	67.6
Average contact hours for students with 12 + hours experiencing level gains	$12415.5/98 = 126.7$
Count of all HSE graduates with 12 + hours	26
Percentage of total number of students achieving a measurable skill gain	21.08%
Percentage of total number of students achieving employment second quarter after exit	15.92%
Percentage of total number of students achieving employment fourth quarter after exit	8.52%
Median earnings for former students in the second quarter after exit	\$5541.79
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.	2

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.

ACE Program

Although enrollment over the past 5 years has experienced a significant decrease, from 460 in FY 17-18 to 284 in FY 20-21, student enrollment remained steady from last year (288 in FY 2019-2020) to this year (284 in 2020-2021).

The FY 2020-2021 program data for the ACE program indicates that despite the profound impact that COVID-19 had on services, the program was able to demonstrate effectiveness and even notable increases in particular areas of performance that are measured and tracked. Although enrollment over the past 5 years has experienced a significant decrease, from 460 in FY 17-18 to 284 in FY 20-21, student enrollment remained steady from last year (288 in FY 2019-2020) to this year (284 in 2020-2021). Despite the disruptive transition from in person to remote TABE testing, the post test rate increased by 2% from FY 18-19, prior to the pandemic (45% in FY18-19 to 47% in FY 20-21). The MSG rate for ACE students increased by 11% from FY19-20 achieving a 33.7% MSG rate for FY 20-21. As mentioned above, most notable is the significant increase in student participation as measured by HED fundable rate.

ESL Program

In FY 2020-2021, the ESL Program enrolled 304 students and held 12 classes in both Fall and Spring semesters and 9 classes in the Summer session for 33 classes total. Of the 304 students enrolled, 203 or 67% were NRS fundable. Of that number, 47 students post-tested with an ESL Program test rate of 23%. Level gains were 12%. In addition, 126 of the 203 NRS fundable students reached the 40-hour mark [NMHED fundable] which is a 62% retention rate for the fiscal year. All statistics were greatly affected by the pandemic and will likely continue to be so, in comparison to pre-pandemic years, for as long as the pandemic impacts class sizes and formats.

The most obvious trends in the ESL Program are pandemic-related. Enrollment levels, testing, and measurable skill gains are all lower than in recent pre-pandemic years. Over the 4 years prior to the pandemic, enrollment numbers were slowly declining, but the ESL Program was still reaching 400+ enrollments each semester. In those years, we were able to attain a 65%+ retention rate and 50%+ level gain rate. However, during the pandemic, the ESL Program has suffered from much smaller enrollments and fewer classes and instructors. Our student demographic has a majority preference for in-person classes, so the ESL Program relies on the ability to give in-person classes to reach maximum carrying capacity.

For Fall semester of FY 2021-2022, we have scheduled a full roster of in-person classes and have maximized our marketing efforts. We have added three online classes to attract recent online class students and these filled first with last year's online students. In-person enrollments for Fall 2021 are slow as of this writing, but each class is steadily gaining students. We have over 200 students enrolled for Fall 2021 semester so far and have received 200+ additional inquiries. We are hopeful this is indicative of both a continued desire for ESL classes in the community, a preference and need for in-person classes, and of a good chance at slowly growing back to full capacity. For now, with

SFCC COVID physical distancing policies affecting our class sizes, we can only enroll up to 276 students maximum in the Fall 2021 semester.

LVSF Program

Over the previous four years, LVSF has seen a slow decline in students. During the transition to online tutoring during the initial stages of the pandemic, LVSF saw a sharp decline in student enrollment and retention. In FY 2020-2021, LVSF enrolled 136 students. Of the 136 students enrolled, 106 students were NRS fundable. 55 students achieved 40 hours of study equating to a retention rate of 51%, which is higher than the FY 2019-20 retention rate of 46%. Of the 106 NRS fundable students, 37 were post-tested. Of the 37 post-tested, 16 students made a level gain reflecting a 35% level gain rate.

Of the 17 citizenship students served, ten became citizens. Our enrollment numbers showed that our Basic Literacy program retained a consistent enrollment rate as compared to last year. The enrollment numbers in the other programs dropped significantly. The workplace program was most affected as many workplace students were initially laid off as workplaces closed. When workplaces opened again and workers were re-hired, conditions were not safe for tutors to meet in-person with workplace students due to COVID. Some workplace students continued studies virtually. Most workplace students chose to wait to continue their studies when they could meet in-person.

LVSF continues to recruit students and volunteer tutors. The program will continue to help students prepare for pre-HSE studies or other career goals. Recently, more volunteer tutors have come forward to work with students in-person. However, many volunteer tutors remain cautious and are “on-hold” until conditions are more favorable for in-person tutoring.

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
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ACE Program

FY 2020-2021 program data for the ACE program indicates that despite the profound impact that COVID-19 had on services, the program was able to demonstrate a strong level of effectiveness and even notable increases in particular areas of performance. Despite the disruptive transition from in person to remote TABE testing, the post test rate increased by 2% from FY 18-19, prior to the pandemic (45% in FY18-19 to 47% in FY 20-21). The MSG rate for ACE students increased by 11% from FY19-20 achieving a 33.7% MSG rate for FY 20-21. Despite the increase in MSGs for the program, however, the MSG rate for both ACE and the SFCC adult education program (22.08%) does fall significantly short of the State Adjusted MSG target of 40%. For over half of the program year, ACE was functioning without a testing coordinator, while also adjusting to administering the TABE tests in a remote format. These two factors combined served as a significant challenge that may have impacted the overall MSG attainment rate for the ACE program. On the flip side, however, in January of 2021, a new ACE Coordinator was hired and as a result, the testing processes quickly improved for the remainder of the year. With a new strong, and fully trained staff, the ACE program is well positioned to continue to improve on all performance outcomes in the year ahead.

ESL Program

It is hard to gauge exactly how successful the ESL Program is in this time of the pandemic. Enrollments are down, testing is down, and skills gains are down. Historically, we have met and exceeded the expected levels of performance benchmarks and this history gives hope that, given a chance, we can regain our former rates of retention and skills gains. It should be noted that the ESL Program achieves success in other ways that are not always as obvious, quantifiable, or reportable. There have been students who stop-out, but later on are found to have quit because they got a promotion at work and were using English on the job and who report that these successes are, in part, due to skills and confidence gained in our ESL classes. One example of this is a former student who registered for classes over multiple semesters and dropped out repeatedly, but who is now a server at a local restaurant using English for his job.

LVSF Program

Because of the difficulty in administering post-tests, the effectiveness of the program may not be sufficiently reflected through the data collected. Our Basic Literacy program reports the highest percentage of Measurable Skills Gains (MSG) and level gains. Citizenship students continue to benefit through our citizenship program; ten students achieved citizenship this fiscal year. In FY 19-20, 79% of our students were NRS fundable. In FY 20-21, 78% of our enrolled students were NRS fundable. In FY 19-20, LVSF students posted a level gain rate of 51%. In FY 20-21, LVSF students achieved a 43% level gain rate. Of the students served in FY 20-21, a large percentage have re-enrolled indicating that the tutoring services are meeting their needs.

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

ACE Program:

The weekly ACE meetings developed into a Community of Practice during the pandemic. Instructors shared best practices, strategies, challenges, successes, and resources with one another, every week. Additionally, the ACE team reviewed performance outcomes data on a quarterly basis to analyze and discuss successes, challenges, and strategies for improving. Also, all ACE staff attended on-site, state, regional, and national professional development opportunities when available. Classroom evaluations were conducted at the end of the semester and student feedback was provided to instructors on strengths and areas for improvement that needed to be made. Finally, all staff participated in a quarterly evaluation process which is required for all SFCC employees. This served as an opportunity to discuss individual strengths and weaknesses, progress made during the previous year, and identify relevant goals for the upcoming year.

ESL Program

Education and training are an important part of our strategy to keep abreast of new methodologies, best practices, and technological advancements. Professional conferences, focused on the needs of ELL students, instructors, and administrators, are crucial to best performances possible. We make the time to share trainings through our ESL Community of Practice which meets two to three times each semester. Cohort meetings between instructors teaching in the same proficiency levels as well as time/place cohort meetings are instrumental in keeping teachers on sequence, scope and pace with each other. Our curriculum documents are also revised annually depending on new developments in andragogy and student need.

LVSF Program:

LVSF coordinators meet with the data analyst to review program numbers and outcomes. Coordinators continue to provide workshops and updated online resources to tutors. LVSF coordinators and staff attend professional development conferences, trainings and webinars to better serve our program and tutors. Coordinators continue to provide workshops and updated online resources to tutors. Newly recruited volunteer tutors are provided training through ProLiteracy. The LVSF team meets regularly with other Adult Education managers, staff and data analyst to evaluate progress and share best practices and ideas. LVSF also met with other state-wide literacy programs to consult and share ideas and has joined the Literacy Arc Consortium to share best practices and participate in implementing regional goals.

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

ACE Program

ACE and I-BEST staff will continue to partner with SFCC's Workforce Action Team on campus to strengthen all workforce related activity. Although progress was made in the previous year, strengthening partnerships with SFCC leadership, departments, and the workforce system, to

provide strengthened career pathway services for adult education students that are aligned with SFCC's career pathways, continues to be a top priority. Additionally, ACE staff will continue to focus on strengthening high quality online learning opportunities using Canvass, Essential Education, and structured instructional time using Zoom and Teams. Finally, the ACE team will implement quarterly 'data summits' aimed at analyzing performance data and developing strategies for improving student retention and achievement in the ACE program.

ESL Program

The ESL Program has a number of improvements that will be rolled out this year. First, our curriculum documents will be accessed digitally starting this year to facilitate instructors' use and input to the continual curriculum evolution. Second, with purchase of a class set of laptops, electronic testing and digital projects will be made possible in the classroom. Third, testing will begin transitioning from paper and pencil to electronic TABE testing. Fourth, as mentioned previously, the ESL Program will continue to offer online courses. Last, intake and orientation documents are going mostly digital.

LVSF Program:

The LVSF program has purchased a number of laptops which will be issued to students to allow them to engage in online tutoring. Most enrollment and assessment processes can now be conducted in-person and online. Student forms and documents are now being housed electronically. LVSF students now have the option to study online, in-person or a combination of both.

The citizenship program will be working more closely with the Santa Fe Dreamers Project to serve more students in Santa Fe County. LVSF staff are back onsite 50% of the time and will conduct an in person tutor training at SFCC this fall. Coordinators are collaborating with the director of Reading Quest which provides tutoring for elementary students after school and on Saturdays. LVSF tutors will tutor parents of those children while at the same time their children are being tutored.

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

ACE Program

The ACE program demonstrated a significant increase in effectiveness from previous years, despite the challenges that were presented by the pandemic. As mentioned above, despite the disruptive transition from in person to remote TABE testing, the post test rate increased by 2% from FY 18-19, prior to the pandemic (45% in FY18-19 to 47% in FY 20-21). The MSG rate for ACE students increased by 11% from FY19-20 achieving a 33.7% MSG rate for FY 20-21. Most notable, however, was the increase in the HED fundable rate from 58% in FY 19-20 to 69% in FY 20-21. This is the highest ACE retention rate in the past 5 years.

Program effectiveness was also measured through end of semester student evaluations, which were overwhelmingly positive. One hundred and seventeen students completed the evaluation at the end of the spring 2021 semester. When asked if the students would recommend the ACE program to other students, 97% of participants responded 'yes'. When asked if their instructors encouraged

them and inspired them to pursue higher education after completing their HSE, 99% of students responded 'yes'.

All data collected in the past year indicates that program effectiveness increased for HSE classes. Moving forward, the ACE program will continue to utilize strategies, systems, and resources that were developed in response to the pandemic, even after the pandemic ends. It is clear that the classes and services provided are more accessible and, in many cases, more effective for busy working adults.

Although enrollment, retention, and achievement increased for HSE classes, enrollment, retention, and achievement declined in the credit-bearing I-BEST classes. Despite recruitment efforts, fewer students applied and enrolled in the workforce training programs.

ESL Program

As mentioned in previous sections of this report, the pandemic has significantly impacted the ESL Program. Apart from changing the lives of administrators, instructors, and students, work and classes could not be done in-person at school. Access and equity disadvantages relative to technology use were made all the more obvious. Levels of digital literacy have been shown to be predominant factors in student ability to persist and advance. Devices and training are needed to bring these students to an operational degree of participation in their education. For now, the data shows that retention and level gains statistics are affected by the pandemic and will continue to be for as long as there are limitations on in-person interaction.

LVSF Program:

The LVSF program has seen a significant decrease in enrollment this year. 136 students were enrolled as compared to 322 students in the previous fiscal year (2019-2020). The LVSF workplace program was drastically affected by the pandemic as tutors were not allowed or were not comfortable serving students at a workplace site. Many volunteer tutors were not interested in providing services virtually and left the program or decided to remain "on hold" until conditions were safe for in-person tutoring. In FY 19-20, 79% of our students were NRS fundable. In FY 20-21, 78% of our enrolled students were NRS fundable. In FY 19-20, LVSF students posted a level gain rate of 51%. In FY 20-21, LVSF students achieved a 35% level gain rate. Decreases in the enrollment, student retention and level gain rate may be the result of students' lack of access to technology and bandwidth, as well as dealing with other immediate concerns such as employment, attending to children learning at home, family health issues and overall burn-out.

In addition, LVSF has fewer active tutors. A high percentage of LVSF tutors are elderly and at higher risk with the pandemic. Many tutors were reluctant to learn a new tutoring format and have stopped tutoring until it is safe to meet again face to face.

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?

All SFCC AE students enrolled in HSE, I-BEST, ESL and Literacy received career and training services, for a total of 551 students.

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.*

The average cost per student for FY 2020-2021 is \$1,169. ($\$644,449.87 / 551 = \$1,169$) Please keep in mind that our enrollment is down due to the COVID-19 pandemic. We usually serve twice this number of students.

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.

SFCC AE program goals and activities are in direct alignment with most if not all of the Strategic Goals identified in both the NALWDP WIOA regional plan as well as the State WIOA plan for New Mexico. SFCC AE plays an invaluable role, particularly with assisting the workforce system in Santa Fe County to achieve the following State and local Strategic Goals; 1) addressing the need to create public and private partnerships to create a workforce development system that builds sector strategies responsive to employers and employees, 3) identifying the need for a strong partnership with community colleges and educational institutions to remove barriers to efficient pipelines, and 5) to identify and remove barriers to employment and training (NALWDB, 2020-2023, p. 57-62).

SFCC AE coordinates and implements services (I-BEST) in support of high demand career pathways including contextualized, standards-based instruction for basic skills, assess participant academic progress in basic skills, provide student support, tracking, and reporting. I-BEST programs include Early Childhood Development, Automotive, and Healthcare. SFCC AE also provides the instruction and support needed for students to attain their high school equivalency credential if needed and instruction in English language acquisition in support of successful participation in the workplace, school, and in the community. Workforce connections provides career readiness training and support services to qualified students.

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.

SFCC AE staff meet with the NALWDB, HELP NEW MEXICO INC. staff from both the NM Workforce Connections office in Santa Fe, and the WIOA Title 1 providers, on a monthly basis to coordinate workforce development services. This partnership is designed to meet the diverse,

unique needs within the NALWDB service delivery area. SFCC AE leadership and the One-Stop Operator located at the NM Workforce Connections office in Santa Fe, have agreed to continue to meet quarterly to develop and implement a co-enrollment and referral process for workforce development and training services in Santa Fe County and surrounding areas.

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 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.

An MOA with the NALWDB and its workforce partners was established and serves to clarify the shared goals of regional workforce boards and adult education providers as identified in the WIOA legislation and define the roles and responsibilities of each organization in meeting these goals. See attached MOU.

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.

ACE Program

ACE Program Manager and faculty participated in all aspects of the NMCPI year 2 training opportunities. As a result of this effort, ACE has fully implemented a new advising system that focuses on advising students for college and career readiness. All ACE students develop a college and career learning plan during orientation. This plan is uploaded to LACES and used by advisors and instructors over the course of the year.

Another significant outcome of the NMCPI effort was the development and implementation of the Automotive Maintenance and Light Repair I-BEST program that began in the fall of 2021.

ESL Program

The ESL Program Manager attended all the NMCPI Y2 meetings and actively participated in all assignments. The ESL Program continues to improve upon its Contextualized Instruction model to include language functioning skills, academic skills, workforce soft skills, and digital literacy skills. The English Language Proficiency Standards [ELPS] for Adult English Language Learners were adopted in 2017 and continue to be the way that the WIOA requirement for standards is met. The ESL Program continues to offer contextual practice toward the acquisition of complex language skills and content knowledge needed for civic engagement, career advancement, and college readiness. We also continue to promote and facilitate entry of high-level ESL students into certificate and degree programs and IBEST programs at SFCC. In all ESL classes, English is taught

with a focus on advancement to more proficient language usage in work, school contexts, and in the civic arena.

LVSF

LVSF targets adult students who lack basic academic or English language skills with a focus on preparing adults for better career opportunities. LVSF also offers additional one-on-one support to those students who are attending ESL, ACE, or I-BEST classes. Students are asked to clarify their workplace goals upon enrollment to the program in order that the coordinators can advise students on strategies or services offered. LVSF strives to develop students' skills so they are equipped with a strong foundation when they transition to other adult education programs or into credit college classes. LVSF continues to participate in the NMCPI and continues to work on maintaining and enhancing existing community partnerships and works with departmental partners to implement parts of the plan which can be addressed remotely.

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)

SFCC AE provides Integrated Education and Training (IET) using the Integrated Basic Education and Skills Training (I-BEST) model. The program provides basic academic education contextualized for workforce training in high-demand career pathways. In an effort to better prepare students for employment opportunities, SFCC AE is expanding IET instruction more broadly across all services, including HSE preparation, ESL classes, and basic literacy services.

1) The I-BEST model offers accelerated Career Pathways to individuals who are still acquiring academic and English language skills for college readiness. Entry-level certificate programs offered through SFCC AE's I-BEST program serve as a transition for adult education students into workforce training opportunities and post-secondary education.

(A) Newer research studies show that students participating in I-BEST are much more likely to complete occupational certificates than other basic skills students. (2) I-BEST students are able to complete one, two, or three-semester college or industry-recognized certificates that are stackable and portable in articulated career pathways and meet the needs of the local workforce. SFCC I-BEST has prepared students for jobs in Early Childhood Education, Nursing Assistant, and Phlebotomy. SFCC AE also offers a pre I-BEST bridge class which enables students needing very basic reading, writing, math, and English to prepare for entry into I-BEST classes. The class focuses on basic skills in the context of specific job sector subject matter and additionally provides career readiness skills and basic job training activities for occupational sectors identified by the DOL's O-NET Online.

(B) Students working toward their HSE credential can simultaneously participate in and complete a college-level occupational certificate, eliminating the need for lengthy remedial work and accelerating their pathway to better employment, economic self-sufficiency, and full civic engagement. Adult Education instructors and career technical (CTE) faculty work as a team to integrate and contextualize basic learning objectives for both the CTE and College and Adult

Education Career Readiness Standards by creating a single syllabus. This is achieved through joint planning, content delivery and assessment, and at least 50% overlap time in the classroom. Support activities include active advising, career mapping, computer literacy, financial aid support, online learning, and employer networking. The New Mexico Workforce Connections' on-site Job Development Career Coach works closely with I-BEST students, providing in-class and one on one workforce preparation activities, creating individual paths for student job placement.

LVSF supports the AE department's commitment to provide contextualized learning by offering individualized tutoring to students to develop their literacy and language skills with tailored lessons created to target the student's specific and immediate academic goals or workplace needs. LVSF provides educational materials which guide tutors to access learners' prior knowledge, increase academic or professional vocabulary, and apply critical thinking and problem-solving skills. ESL tutors help individuals attain the English communication skills necessary to obtain and maintain employment. LVSF also prepares students for entry into higher-level ESL classes, HSE courses, the I-BEST program, or transition into post-secondary education courses.

The LVSF workplace program places tutors at the workplace to provide instruction to employees on language, reading or writing skills which will directly impact the employee's performance on the job so that workers can better advocate for themselves, perform more effectively in their current jobs, or move into higher-skilled positions. Workplace tutors focus on work-specific skills such as greeting co-workers, asking questions, reporting problems and progress, asking for clarification, understanding safety instructions, and following directions. Students also work on job-related tasks and job-specific terminologies such as reading job-related manuals, understanding measurement, or job-related math computations. LVSF continues to build the career pathways section of its library with books on digital and document literacy, information on how to prepare for the demand of green jobs such as wind and solar energy, and how to be an effective employee and transition to living independently.

(C) The SFCC ESL Program is another component of SFCC AE's effort to prepare all students for a Career Pathway. This program also employs "contextualized instruction" as an assemblage of teaching, learning, and assessment practices directed at developing skills and knowledge pertaining to everyday tasks and situations where students need to function appropriately and accurately. The ESL program curriculum and content guidelines focus on the English Language Proficiency Standards, instruction in academic language and skills, the practice of soft skills for workforce preparation, and simulated real-world applications. Through guided practice, students become proficient in academic skills including; understanding ideas, asking and answering questions, analysis, academic honesty, finding and evaluating information and using it for speaking and writing, use of supporting ideas, and adapting language to tasks. Employability skills training includes soft skills: spoken and written communication, collaborative activities, punctuality, integrity, initiative, adaptability, organization, time management, and work ethic. Rigor is embedded by utilizing a task-based model, which includes components such as critical thinking, articulation of ideas, following directions, building on prior knowledge, assuming roles and responsibilities, accessing authentic texts, self-managing, teamwork, giving feedback, and evaluation.

LVSF also offers tutoring for individuals who are preparing to take the US citizenship exam. LVSF partners with the SFCC ESL program to provide students with up-to-date information regarding social justice issues and naturalization. LVSF has cultivated partnerships with other community organizations in Santa Fe to promote free citizenship tutoring services and informational seminars. LVSF's close relationship with USCIS includes hosting community workshops regarding

citizenship, hosting USCIS Naturalization Ceremonies, and providing accessibility for questions on specific application issues.

LVSF

The LVSF program strives to help adults gain the academic skills necessary to accomplish their personal and career goals and provide a better life for their families. Our tutoring services address the students' unique goals. The LVSF coordinators support the student in identifying their learning and career goals and then assist the tutors in providing support to the student. Coordinators also advise students on career pathways available and other resources to support their goals. Our workplace program helps students learn skills on the job which will help them perform better at work and potentially move into a higher position.

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.

SFCC AE has developed a three semester automotive and light repair program that began in August of 2021. Staff from adult education have partnered with the SFCC Trades and Technology department to develop this program.

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.

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.

1) Services offered by SFCC AE are structured to provide high-quality instruction at the level of intensity appropriate for adults who are managing complex and busy lives. The program has clear orientation and managed enrollment procedures including an application and interview process preceding standardized pre-tests, to determine learning needs and advisement to assure placement in the most appropriate class or tutoring situation for each student's skill level and goals. SFCC AE offers a wide range of classes and locations to accommodate a variety of student schedules including classes offered Monday to Saturday, morning to evening, distance classes, on-site at SFCC and sites throughout the city. The HSE program expects an average of 10 hours of work from students each week to make adequate progress toward identified learning gains. This includes in-class time combined with self-paced work outside of class. If necessary, a college and career readiness advisor works with each student to make adjustments to schedules and time commitments to accommodate individual needs. Students who are motivated to complete their HSE quickly can

spend significantly more time independently working on the Essential Education learning platform. For all SFCC AE services, the time in active study combined with teacher-facilitated class time, results in active learning responsible for learning gains.

2) SFCC Adult Education programming is data-driven using research in best practices to determine the effectiveness of instruction. SFCC AE classes are offered by subject and ability level in 1-on-1, small and large group, classroom, independent study, or Distance Learning settings. Hybrid classes offer technology-supported learning. SFCC AE has aligned and redesigned courses to implement College and Career Readiness Standards and English Language Proficiency Standards. Attendance policies are defined, and staff communicates with students to problem-solve and negotiate barriers. Contextualized Instruction, as practiced in Integrated Education and Training (IET), is an educational best practice that is based in adult learning theory. Contextualized Instruction provides literacy and math development activities concurrently and contextually with workforce training and preparation, often times in a specific high-demand occupational cluster. Research shows that college and career readiness for students requires more than just academic skills but also personal readiness, career readiness, and college knowledge (Goodman & Kallenbach, 2018). Contextualized Instruction integrates academic skill development into the development of skills that students will need to succeed in life, college, and careers, making the learning of academic skills more relevant to the students. IET models support academically underprepared adults to move forward on a career pathway and into the workforce. SFCC AE incorporates Contextualized Instruction at all levels of programming and is designed for students to gain the skills they will need to succeed in life, college, and a career.

3) Staff employ best practices in creating student cohorts to build a learning community for support and encouragement from peers to remain in their classes and make progress towards learning and employment goals. SFCC AE has persistently worked with SFCC to recognize AE students as fully-recognized SFCC students with IDs, access to campus services, and involvement with SFCC college advisors and student ambassadors to model inclusiveness and nurturing of post-secondary goals. Throughout the time students are engaged with Adult Education classes, each student is monitored for progress. Content and methodologies are individualized as much as is possible. To make learning gains, AE classes adapt and implement methodologies that impose a cognitive load on students. Classes are rigorous but mindful of targeting students' learning trajectories and zones of proximal development, ensuring that learning operates within a challenging level without frustration and disengagement. Academic efforts focus on graduated improvement of skills. For SFCC AE, rigor is a matter of quality. Decisions are based on increasing potential by providing practice in skills that parallel the skills list of the Teaching Skills That Matter in Adult Education project (American Institutes of Research, TSTM, 2021). Additionally, this approach is in accord with WIOA Section 203 that states that instruction should be tied to "activities, programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment."

SFCC AE uses the essential components of reading as part of the services offered. LVSF includes a formal ProLiteracy training for tutors and references The National Institute for Literacy's research principles (NIL, 2005), as well as recommendations of the Elementary and Secondary Education Act of 1965 for teaching the components of reading: explicit and systematic instruction, Alphabetics (Phonemic Awareness and Phonics), vocabulary development, reading fluency including oral reading skills, and reading comprehension strategies. Professional Development

includes comprehensive information about research-based reading and writing instruction. SFCC AE staff collaborate to create a seamless delivery of services from literacy to ESL, HSE, and post-secondary certificate programs through alignment of curriculum to English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS). Targeted instruction builds metacognitive and critical thinking skills for greater depth of knowledge. Reading skills are a focus across the learning spectrum paralleling the reading strength profiles of the Assessment Strategies Reading Profiles (ASRP) website. (LINCS, 2009). Emphasis is placed on developing vocabulary for contextualized learning and career pathways. For English Language Learners, reading instruction is not the same as for native-English speakers. To increase intensity of instruction at appropriate reading targets, the SFCC ESL program has effectively integrated foundational and meaningful reading skills for our ESL population. Skills include phonemic awareness, phonological awareness, including word segmentation for decoding, phonics and spelling, decoding fluency with word stress and intonation, vocabulary, and mnemonics to include mental imaging and comprehension.

ESL Program

It should be remembered that the English Language Proficiency Standards [ELPS] are a set of standards well-suited for and focused on the language acquisition needs of Adult ELL's. The ELPS were published in late 2016 and were adapted from the College and Career Readiness Standards. Our ESL Program adopted the ELPS in Spring of 2017. Rigorous language acquisition is delivered in our service to students via a balanced program of study at each of the six levels of proficiency in the ESL Program. Current and consistent with TESOL methodologies, the ESL Program facilitates learning opportunities in an engaging and relevant manner. The ESL Program supports performance-based instructional facilitation that mimics real-life circumstances and practical application using authentic and complex language interactions for numerous contexts. Our curriculum, content, and lessons are guided by the intention to be authentic, collaborative, complex, self-directed, scaffolded when necessary, and always language-rich. The domain skills of reading, writing, and speaking and their associated modalities are connected to written and spoken texts. Knowledge-building is manifested through the interaction with these content-rich texts. The essential components of reading are practiced at every level and include phonemic awareness, phonics, decoding, fluency, vocabulary-building, and metacognitive engagement for reading comprehension. Curriculum and methodology are correlated to life skills, workplace skills, and general readiness practice which help to prepare ELL students to enter future academic work, career endeavors, and civic life.

LVSF

LVSF is a member of the ProLiteracy Educational Network. ProLiteracy professional development resources help tutors learn new strategies and best practices to improve student outcomes. LVSF uses instructional materials published by New Readers Press that are aligned with the CCRS. The tutor guide books are based on a collaborative, learner centered approach and offer step by step instructions for working with literacy students in one to one, small group, or classroom settings. The basic literacy tutor book focuses on five key areas: Language Experience, Sight Words, Phonics, Patterned Words, and Comprehension. It offers easy to follow procedures for: using the Language Experience Approach (LEA), integrating writing and reading processes, direct instruction, helping learners with goal setting, developing comprehension and critical thinking skills, and using assisted reading. There is an emphasis on early introduction to process writing, techniques to use with real life materials, how adults learn, including adults with learning differences and disabilities, assessment as an ongoing process, and a learner profile sheet that allows tutors to identify the strengths and challenges of individual students, directing them to targeted instruction.

2. Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

The COVID-19 pandemic forced a rapid expansion of technology use in SFCC AE services that will have a lasting impact post-pandemic. In response to Covid, SFCC AE adopted a range of online resources including online and web-based software targeted to specific needs. The increased use of technology will serve to enhance programming and quality of learning and is expected to lead to improved performance outcomes. Technology will continue to be used extensively for online classes, remote testing, staff meetings, and collaboration.

SFCC AE has three computer labs, and a 'mobile lab.' During the pandemic, SFCC AE has implemented a computer check-out system. These resources are utilized for Computer-Assisted Instruction (CAI) and testing by ACE, ESL, I-Best, and Basic Literacy. All AE classrooms have a teacher's station computer connected to a projector, sound system, and screen. Students and instructors now have access to new technology and online resources, as well as the newly acquired digital literacy skills and training to help move them forward more rapidly in today's hi-tech environment.

2) Resources and lessons learned from the pandemic will result in an increase in distance education offerings, allowing for more flexibility to accommodate student's complex schedules. Real-time classes with students are held on Zoom. Since the start of the pandemic, Essential Education (EE) has become the primary online learning platform for all ACE services, including HSE preparation and I-BEST. EE offers instruction in all subjects included on the HSE and is in direct alignment with TABE and the CCRS. It also includes a Workplace Essentials and Digital Literacy component. EE modules are used by instructors in-class to enhance lessons and are also used independently by students, enabling them to progress at their own pace outside of class. Tutors from LVSF are paired with students identified with low levels of literacy. Tutors utilize both Zoom and Essential Education when meeting individually with students to provide targeted instruction and support.

All ACE classes utilize the college's Canvas Learning Management System, which will continue post-pandemic. Students are able to gain increased confidence in using SFCC's learning management system, which serves to strengthen their transition to college coursework. Additional online resources include Newsela and Merimeter. The ESL program uses a variety of tools such as Jamboard, HeySpace, and Whatsapp for communication. Other technology utilized in the ESL program includes Flipgrid, Padlet, and Kahoot. Digital materials include ReepWorld, USALearns, Ventures and Step Forward digital resources, Duolingo, and Rosetta Stone. ESL instructors also use NMDELT resources.

Finally, basic AE administrative processes will be moved to an online format where appropriate, based on lessons learned during the pandemic. Student files will be maintained in LACES rather than keeping a paper file. Since online test proctoring has proven to be an effective means to assess student skill level, TABE tests will be proctored in an online format, when appropriate. The DRC is well equipped with the support and resources which allow for AE programs to administer the TABE test remotely.

ESL Program

ESL Administrators and Instructors regularly attend trainings provided by COABE, NMAEA, NMTESOL, and SFCC Distance Learning to learn about, implement, and apply online and digital

resources. ESL Instructors are familiar with video conferencing, digital communication formats, and online shared documents and instruct their students in how to access and use these digital resources. Although these skills sets have become necessary for functioning during the pandemic, the ESL Program continues to incorporate these skills in the transition back to in-person classes.

LVSF

LVSF staff attends online webinars and workshops offered by national literacy and adult education organizations for professional development in improving remote learning services for tutors and students. Staff also provides tutors with online workshops to enhance their online tutoring skills and to provide them with access to software programs that are shared with us by the ACE and ESL programs. This allows LVSF to better align tutoring services to streamline the transition for students into other AE programs and to support students already using the software in those programs.

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.

ACE Program

All program components and resources used by the ACE program focus on teaching the CCRS standards. During the initial advising session that takes place during orientation, advisors review the individual TABE reports with every student so that they understand their current skill levels as they relate to the CCRS. Advisors then set new academic goals with students and document the goals on the student learning plan. In addition, all instructors use Essential Education as a platform for both in-class and individualized instruction. Essential Education is directly aligned with the CCRS.

ESL Program

As mentioned above, the ESL Program adopted the English Language Proficiency Standards [ELPS] in Spring of 2017. The ELPS evolved out of the CCRS to better guide the language acquisition of adult English Language Learners. The ESL Program uses the ELPS in a number of different ways that benefit the performance of ESL Instructors as listed below:

- Assessment of students for proficiency in skill domains;
- Survey of student needs of English language use in their lives;
- Determination of lesson objectives based on student skill proficiency and need;
- Identification of ELP Standards to highlight basis of instruction;
- Review of level proficiencies to understand spectrum of proficiencies in students of a class;
- Determination of skill area focus to achieve standard;
- Establishment of which strategies are needed to help ELLs attain skills;
- Identification of what issues might impede ELLs progress;
- Assessment of scaffolding supports to meet ELLs learning needs and goals; and,
- Incorporation of content guidelines for ESL Program level to understand expectations for level-appropriate material.

LVSF

Although LVSF tailors tutoring towards the students' individualized needs and goals, most of the academic materials provided by the program are aligned with the CCRS standards. LVSF Coordinators meet with students and tutors to set academic, career, and life goals, advise students based on student assessment results and provide learning and tutoring strategies for the pair.

Students and tutors then partner with coordinators to design individualized plans to build basic skills that are aligned with CCRS.

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:
There were 203 IELCE [12+ hours] served in FY20-21

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.

The ESL Program provides non-English speaking immigrants and refugees with English language training, academic skills study, workforce preparation activities, soft skills practice, and digital literacy education. Contextualized Instruction, which tailors the aforementioned skills to individual needs of students enrolled in our classes, is an employed methodology that is consistent with our mission and relevant to the circumstances of our students. All ELL students are offered the opportunity to matriculate into the IBEST Program when they achieve a Level 5 or 6 proficiency to ensure best possible chances for success in those certificate programs. The IBEST Program serves as the vehicle for the required IET component within the AE Department.

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.

The ESL Program prepares adult English language learners for employment and promotion, further education, and increased involvement in the community. Acquiring a language used in society is a skill set in and of itself and has many applications in the workforce, in higher education, and in various community functions. To become functional in a new language is to gain ability and access to new opportunities. To this end, the ESL Program has adopted and implemented the English Language Proficiency Standards to guide assessment and placement, student needs, lesson planning and lesson objectives, level proficiency review, skill area focus, language acquisition strategies, challenges to language acquisition, scaffolding, and appropriate methodologies and activities. Advice and referrals are given to students ready and looking for next steps on their career or educational track. Referrals include, but are not limited to the SFCC IBEST Program, Literacy Volunteers of Santa Fe, and NM Department of Workforce Solutions.

Challenges to our progress as an ESL program come from budget cuts and little support at the college. For example, we could really use another administrative position to take on marketing,

public relations, and social media to make deeper connections into the non-English speaking population and to make the convincing arguments that English is a skill set necessary to further success at work, school, and in the community. Another example is that if we could offer more hours of classes or longer semesters, our students could progress more quickly to fluency and functioning in English. As it is, students can back-slide in their retention of English language skills without enough hours to practice.

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.

The ESL Program offers English language study. Knowing how to speak, read, listen, and write in English is a skill set that is crucial to obtaining employment, staying employed, and getting promotions. Integration, as defined by WIOA Section 243(c)(1), for the ESL Program with the local workforce is in supplying a means of acquisition of English language for non-English speakers in the local workforce.

In general, learning English to any degree is a skill set that can be immediately employed in the workplace, at school, or in the community. Knowing even just a little more of a language can broaden horizons, allow for access and opportunity, and help with functioning within society.

One perennial challenge is in retention and how best to increase fluency and fluidity in English as efficiently as possible for our students, so they can quickly experience the benefits that come with increased English language skills.

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).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: **3**

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.

LVSF was providing tutoring services onsite at the Santa Fe Adult Detention Facility until all non-essential personnel were not allowed onsite because of COVID restrictions. Our services on site were delayed further in May of 2021, because the SFCADF instructor retired, and the emergence of the DELTA variant diminished tutor confidence in returning

onsite in such a contained environment. One re-entry student continues to work with a tutor on reading, math and other job skills. When the program is restarted, the goal will be to help inmates and re-entry students to build a strong foundation of basic skills that will allow them to augment their academic and career goals and transition smoothly back into the community.

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.

Of the three students worked with, they are all pursuing their education and have not re-entered the correctional system to our knowledge.

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	Years of Experience in AE	Professional Development Attended	Date	Location
Hornstein	Jeff	ESL Program Liaison	Part Time	18 Years			
					Mitnick Security Awareness – 1 hour	8/28/20	SFCC
					Contextualizing Instruction – 3 hours	12/4/20	NMCPI/Jeff Fantine
					Creating IET Programs	12/11/20	NMCPI/Jeff Fantine
					ESL Cyber Lab: Dev. Of online resources	1/31/21	online
					NMAEA conference: listening instruction	3/11/21	online
					NMAEA conference: cross-cultural conversation	3/12/21	online
Smith	April	ESL Program Coordinator	Full Time	16 Years	TESOL conference	3/25-27/21	online
					COABE conference	3/22-24/21	online
					Training From Back of room	6/4-14/21	online
					SWADE conference	2/19/21	online

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			SFCC PD Day			3/5/21	online
			TABE conference			2/25/21	online
Rawlings	Dafyd	ESL Program Manager	Full Time	21 Years	LiteracyPro LACES	7/29/20	online
			SFCC: Canvas training			8/10/20	online
			Oxford Univ. Press: Needs Interview			8/12/20	online
			SFCC: Comm. During COVID			8/17/20	online
			QVoxy/COABE: Build IET's virtually			8/17/20	online
			SFCC AE: LACES			9/2/20	online
			COABE: Prep ELL's for Workplace			9/4/20	online
			NMAEA Virtual Teacher's Institute			9/17/20	online
			NMTESOL online			9/18/20	online
			CASAS Updates			9/23/20	online
			COABE: Move Ahead with Adult Ed			10/2/20	online
			OR ABS: Collab. Partner			11/4/20	online
			CASAS: Make MSG's			11/16/20	online
			Chicago Literacy Coalition: WIOA Innovations			11/30/20	online
			NMCPI: Context. Instruction			12/4/20	online
			NMCPI: Create IET			12/11/20	online

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			CNM: Quality Online Instruct	1/8/21	online
			CNM: Promote College Ss Well-being	1/8/21	online
			SFCC C-CERT Emergency Preparedness	1/12/21	online
			NMCPI: Context. Instruction update	1/29/21	online
			SFCC ESL Program CoP	2/5/21	online
			NMDELT ELA Tech Talk	2/18/21	online
			NMCPI: Creating IET update	2/19/21	online
			NMCPI: north region peer coaching	2/26/21	online
			TABE Clas-E: test admin	2/26/21	online
			SFCC: Anti-Rascist Leadership	3/5/21	online
			SFCC: ESL CoP	3/5/21	online
			NMAEA/NMHED: ESL track list. speak	3/11/21	online
			NMHED RfA webinar	3/23/21	online
			TESOL Virtual COnference	3/24-26/21	online
			SFCC: ESL CoP	3/26/21	online
			COABE virtual conference	3/29-4/2/21	online
			Somos Un Pueblo presentation	4/8/21	online
			NMCPI Peer Coaching	5/21/21	online

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			NMCPI Creating IET's			6/4/21	online
			SFCC Inclusion and Equity			6/4/21	online
Passos-Morgan	Ana Carla	ACE Program Coordinator	Full Time	11 years	COABE conference	3/22-24/21	online
			NMAEA & NMHED Virtual Adult Education Conference			3/11-12/21	online
			NM PED Assessment for Learning Virtual Conference			1/11-12/21	online
			NM PED navigating from Now to Next: the Adapting Road to Virtual and Blended Learning			3/22-24/	online
			SFCC ACE Professional Development Day - TABE Assessment and Curriculum Alignment			8/10/21	SFCC Campus /Online
			SFCC ACE Professional Development Day- Tools for Collaborative Online Learning and Teaching			8/10/21	SFCC Campus /Online
Ashmead	Edward	Program Specialist/ Instructor	Full Time	12 Years			
			SFCC Professional Development Day			10/23/20	online
			COABE webinar: Learning to Remember: Teaching Memory Strategies in Adult Ed.			7/24/20	online

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					Simple Syllabus training	7/31/20	online
					Leveraging Partnerships and Ability-to-Benefit to Help Learners Succeed, webinar by Pima Community College	10/9/20	online
					Campus Aware: Sexual Violence Prevention	10/30/20	online
					Using Images and Film in Online Teaching: Following Copyright & Fair Use Law, Valerie Nye	11/20/21	online
					Kevin Mitnick Security Awareness Training	11/20/20	online
Gayle	Torrez	AE Data Analyst	Full Time	23.5 years	NMAEA Teacher Inst	9/17 - 9/18	online
					Kevin Mitnick Security Awareness Training	11/15/20	online
					NMAEA & NMHED Virtual Adult Education Conference	3/11/21	online
					SFCC: Comm. During COVID	11/15/20	online
					SFCC: Anti-Rascist Leadership	3/5/21	online

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			Communicating During COVID-19: An Interactive Workshop	7/14/20	online
			[NMABEDATA-L] FW: LACES Training Webinar	7/29/20	online
			SFCC Professional Development Day	10/23/20	online
DuBose	Mary	Workplace Literacy Specialist	Part Time 7 years		
			Strategic Thinking Webinar – 1 hour	7/10/20	LinkedIn Webinar
			How to use Knowledge of the Brain to influence Student Learning – 1 hour	7/28/20	online
			Communication During COVID – 1.5 hours	8/17/20	SFCC
			Using Zoom Video Conferencing for Student Engagement - .5 hour	7/30/20	online
			Website posting training - 1 hour	8/10/20	Stephani e West
			SFCC Convocation	8/13/20	online
			Bitmoji /workshop - .5 hr.	8/20/20	online

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			Covid19 Best Practices Training	8/24/20	online
			LACES/How to Upload Documents - .5 hours	9/2/20	AE Dept/SF CC
			Art & Mindfulness for Challenging Times workshop – Part 1 - 1.5 hrs	9/15/20	Zoom virtual worksho p
			NMAEA Teacher's Institute – 3 hours	9/17/20	online
			Art & Mindfulness for Challenging Times workshop – Part 2 - 1.5 hrs	10/16/20	Zoom virtual worksho p
			SFCC PD Day – Workplace Safety Covid – 4 hours	10/23/20	online
			Diversity and Inclusion Workshop – Putting the Pieces Together - 1 hour	11/10/20	Pi Luna - online
			Miriam Sagan's Writing Workshop for ESL & BL Tutors & Coordinators – 1.5 hr.	12/17/20	Zoom virtual worksho p
Rathjen	Susan	Basic Literacy Coordinator	Full Time 18 years B.S.		
			Unite Us Training	7/8/20	online
			Communicating During Covid-19 : An Interactive Workshop	7/14/20	online

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			NMCL PPDA Meeting	7/16, 7/24, 7/27	online
			Test Anxiety & Students	7/31/20	online
			SFCC Convocation	8/13/20	online
			Working Together: How Adult Educators & Workforce Dev Boards Must Collaborate for Adult Learners	8/31/20	COABE webinar
			Reviewing TABE Testing Procedures & Proctoring Guidelines	9/10, 9/11	online
			Minds that Move Us Toolkit: A Collection of Place Based Solutions for Adult Career Pathways Models	10/2/20	online
			How to Unlock the Power of Prison Education	10/9/20	online
			Essential Education Brain Games	10/20/20	online
			SFCC Professional Development Day	10/23/20	online
			Navigator Orientation for Unite Us/Connect	12/8/20	online
			Miriam Sagan's Writing Workshop for ESL & BL Tutors & Coordinators	12/10, 12/17	online
			NRS & OCTAE	12/15/20	online
			Music & the Brain to Improve Memory/Learning	12/16/20	online
			SFCC Convocation	1/7/21	online

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			We are All Technology Teachers & Learners Advancing our Practice Through Collaboration & Inquiry	1/8/21	COABE webinar
			International Art of Hosting/Participatory Learning Collaborative	1/14/21	online
			Literacy ARC Consortium	1/25/21	online
			SFCF Overseeing Interns & Volunteers in a Post-Covid World	1/27/21	online
			Trauma Informed Teaching	1/28/21	COABE webinar
			International Art of Hosting/Participatory Learning Collaborative	2/5/21	online
			Literacy ARC Consortium	2/15/21	online
			Teaching Reading is Rocket Science	2/22/21	online
			The Intersectionality of Reading Challenges	2/22/21	online
			Language Instruction is the Heart of Structured Literacy	2/24/21	online
			Discovering the Science of Reading	2/25/21	online
			The Simple View of Reading	2/25/21	online
			Decodable Readers for Maximum Effectiveness	3/1/21	online
			Why Johnny Can't do Math	3/1/21	online
			SFCC Professional Development Day	3/5/21	online

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			International Art of Hosting/Participatory Learning Collaborative	3/11/21	online
			BL Tutor Training	3/11-12	online
			Literacy ARC Consortium	3/22/21	online
			Tutor Circle	3/26/21	online
			Numeracy Workshop	3/29/21	online
			Navigator for Unite Us/Connect	4/13/21	online
			ARC Collaborative PD: Re- envisioning Tutor Training	5/10/21	online
			ARC PD: Digital Literacy and Technology Support (ABQ-ALC)	5/24/21	online
			ARC PD: Tutor Recruitment and Training (LVSF)	6/7/21	online
			International Art of Hosting/Participatory Learning Collaborative	6/17/21	online
			Literacy ARC Consortium	6/28/21	online
Rivera de Garcia	Amanda	ESL Literacy Coordinator	Full Time 20 years		
			Re-Imagining the Citizenship Class	7/1/20	online
			Remote Tutoring 101	7/9/20	online
			Learn & Share: Cell-Ed's 1 Million Learner Challenge	7/14/20	online

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			Communicating During Covid-19 : An Interactive Workshop	7/14/2020	online
			NMCL PPDA Meeting	7/16, 7/24, 7/27	online
			USCIS Teacher Training	7/28/20	online
			USCIS Teaching Training Part 2	7/30/20	online
			LVSF Website Training	8/10/20	online
			SFCC Convocation	8/13/20	online
			Building Integrated Employment & Training Programs for ELLs in the Virtual Space	8/27/20	online
			Working Together: How Adult Educators & Workforce Dev Boards Must Collaborate for Adult Learners	8/31/20	COABE webinar
			NMAEA Teacher's Institute	9/17/20	online
			CASAS Training for Remote Proctoring	9/21/20	online
			CASAS Module Trainings on eTests & Online Proctoring	9/25, 9/28	online
			SFCC Professional Development Day	10/23/20	online
			Rating the News So You Don't Have To: In the Trenches with Sarah Hood	10/29/20	online
			Diversity & Inclusion: Putting the Pieces Together with Artist and Storyteller	11/11/20	online

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			Miriam Sagan's Writing Workshop for ESL & BL Tutors & Coordinators	12/10, 12/17	online
			SFCC Convocation	1/7/21	online
			USCIS Webinar on New CZ Test	1/7/21	online
			Literacy ARC Consortium	1/25/21	online
			SFCF Overseeing Interns & Volunteers in a Post-Covid World	1/27/21	online
			Trauma Informed Teaching	1/28/21	COABE webinar
			SFCC Professional Development Day	3/5/21	online
			Virtual AE & Literacy Day	3/9/21	online
			ESL Tutor Training	3/11-12	online
			Literacy ARC Consortium	3/22/21	online
			Tutor Circle	3/26/21	online
			Citizenship Tutor Training	3/30/21	online
			ARC Collaborative PD: Best Practices in Adult Literacy Education (SJC - ACE)	5/3/21	online
			ARC Collaborative PD: Re- envisioning Tutor Training	5/10/21	online
			Literacy ARC Consortium	5/17/21	online
			ARC PD: Digital Literacy and Technology Support (ABQ-ALC)	5/24/21	online

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			USCIS Community Partners PD	6/23/21	online
			Literacy ARC Consortium	6/28/21	online
Naranjo	Letty	Senior Director	Full Time 26 Years		
			COABE 2020 Virtual Conference	7/6-8/2020	online
			MPAEA Summer Board Meeting	7/20-21/2020	online
			SFCC Convocation	8/13/2020	online
			I-BEST Implementation – Pima Community College	9/28/2020	online
			Creating IET programs within a career pathways service model	12/11/2020	online
			SFCC Convocation	1/7/2021	online
			NM CPI Contextualizing Instruction Follow-up	1/29/2021	online
			NM CPI Peer Coaching Follow-up	2/12/2021	online
			NM CPI Creating IET Programs	2/19/2021	online
			SFCC Professional Development Day	3/5/21	online
			Virtual AE & Literacy Day	3/9/21	online
			NMAEA & NMHED Spring Conference	3/11-12/ 2021	online
			COABE 2021 Conference	3/22-24/2021	online
			NMCPI Group Peer Coaching Sharing	5/21/2021	online

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Krell	Kristen	ACE Manager	Full Time		
			TABE test online proctoring	8/7/2020	Online
			Essential Education	8/18/202	Online
			I-BEST Implementation – Pima Community College	9/28/2020	online
			Creating IET programs within a career pathways service model	12/11/2020	online
			COABE 2021 Conference	3/22-24/2021	online
			NMAEA & NMHED Spring Conference	3/11-12/ 2021	online
			SFCC Professional Development Day	3/5/21	online
			NM CPI Contextualizing Instruction Follow-up	1/29/2021	online
Chatterjee	Sutapa	Computer Lab Coordinator	Full Time		
			TABE test online proctoring	8/7/2020	Online
			Essential Education	8/18/202	Online
			I-BEST Implementation – Pima Community College	9/28/2020	online
			Creating IET programs within a career pathways service model	12/11/2020	online

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Spatzier	Gwen	I-BEST Coordinator	Full Time		
			TABE test online proctoring	8/7/2020	Online
			Essential Education	8/18/202	Online
			I-BEST Implementation – Pima Community College	9/28/2020	online
			Creating IET programs within a career pathways service model	12/11/2020	online

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
4,636	\$25.43	\$117,893

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

Total hours contributed	Fair Market Value per Hour	Total
0	\$25.43	\$0

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

Total hours contributed	Fair Market Value per Hour	Total
1,216	\$25.43	\$30,923

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.

\$75,000

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
9,960	\$18.50	\$184,260

Alternate option:

--

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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
City of Santa Fe	\$60,000
Las Campanas	\$5,000
Lannan Foundation	\$10,000
LiteracyArc	\$30,000
Santa Fe Community Foundation	\$5,000
Total	\$110,000

B. Program Income Activities

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

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Administrative Assistant (Salary & Benefits)	\$2,639.83
Instructional Supplies	\$1,721.15
Equipment (Computer Tablets)	\$8,415.04
(Program Income Carryover from FY 2019-2020)	
Total	\$12,776.02

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).

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- SFCC AE spent 36% of the federal allocation 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.

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

Select Reporting
System:

NRS FY 20-21

Agency: Santa Fe Comm Coll

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	F	M	F	M	F	M	F	M	F	M	F	M	F	
	(B)	(C)	(D)	(E)	(F)	(G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	1	3	0	0	0	0	0	0	4
ABE Level 2	0	0	0	1	1	1	19	55	0	0	0	3	0	0	80
ABE Level 3	1	4	0	0	0	0	23	71	0	0	4	7	0	1	111
ABE Level 4	2	0	0	1	1	0	22	49	0	0	5	7	0	0	87
ABE Level 5	1	0	0	0	0	0	4	7	0	0	1	4	0	1	18
ABE Level 6	1	0	0	0	0	0	1	1	0	0	0	0	0	0	3
ESL*** Level 1	0	0	0	0	0	0	1	9	0	0	0	0	0	0	10
ESL Level 2	0	0	0	0	0	0	4	8	0	0	0	1	0	0	13
ESL Level 3	0	0	0	2	0	0	6	19	0	0	0	1	0	0	28
ESL Level 4	0	0	0	5	0	0	12	46	0	0	1	0	0	0	64
ESL Level 5	0	0	0	3	0	0	9	49	0	0	1	0	0	0	62
ESL Level 6	0	0	0	6	0	0	10	52	0	0	1	2	0	0	71
Total	5	4	0	18	2	1	112	369	0	0	13	25	0	2	551

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Santa Fe Comm Coll

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	4	2	0	0	1	0	19	27	0	0	7	6	0	2	68
19-24	0	0	0	0	0	0	27	55	0	0	2	8	0	0	92
25-44	1	1	0	11	0	1	48	230	0	0	3	9	0	0	304
45-54	0	1	0	5	0	0	13	44	0	0	0	0	0	0	63
55-59	0	0	0	0	1	0	3	7	0	0	0	2	0	0	13
60+	0	0	0	2	0	0	2	6	0	0	1	0	0	0	11
Total	5	4	0	18	2	1	112	369	0	0	13	25	0	2	551

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Santa Fe Comm Coll

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	1	0	0	0	0	13	17	0	0	5	2	0	0	38
19-24	0	0	0	0	0	0	24	34	0	0	6	0	1	0	65
25-44	3	1	0	1	0	2	55	107	1	0	3	3	0	0	176
45-54	0	0	0	0	0	0	4	22	0	0	0	2	0	0	28
55-59	0	0	0	1	0	0	0	3	0	0	0	0	0	0	4
60+	0	0	0	0	0	0	1	2	0	0	0	1	0	0	4
Total	3	2	0	2	0	2	97	185	1	0	14	8	1	0	315

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Santa Fe Comm Coll

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**	58	67	117	11	6	1	260
Integrated Education and Training Program	3	10	6	4	0	1	24
Adult Secondary Education***	6	9	6	0	0	0	21
Integrated Education and Training Program	0	1	1	0	0	0	2
English Language Acquisition****	1	2	20	11	1	2	37
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	3	14	161	41	6	8	233
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	68	92	304	63	13	11	551

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

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 20-21

Agency:

Santa Fe Comm Coll

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	4	0	129.75	0	0	0	3	1	0	4	0	0	0	0
ABE Level 2	80	0	5843	18	2	0	25	35	25	82	18	2	0	24.39
ABE Level 3	111	0	7919.01	27	7	0	37	40	30.63	112	27	7	0	30.36
ABE Level 4	87	0	5366.87	17	13	0	30	27	34.48	87	17	13	0	34.48
ABE Level 5	18	0	1170.25	4	4	0	6	4	44.44	18	4	4	0	44.44
ABE Level 6	3	0	82.75	1	0	0	1	1	33.33	3	1	0	0	33.33
ABE Total	303	0	20511.63	67	26	0	102	108	30.69	306	67	26	0	30.39
ESL Level 1	10	0	447.75	1	0	0	5	4	10	10	1	0	0	10
ESL Level 2	13	0	952.2	3	0	0	3	7	23.08	13	3	0	0	23.08
ESL Level 3	28	0	1400.65	6	0	0	8	14	21.43	28	6	0	0	21.43
ESL Level 4	64	0	3338.3	4	0	0	30	30	6.25	64	4	0	0	6.25
ESL Level 5	62	0	5082.7	6	0	0	26	30	9.68	62	6	0	0	9.68
ESL Level 6	71	0	5515	4	0	0	48	19	5.63	72	4	0	0	5.56
ESL Total	248	0	16736.6	24	0	0	120	104	9.68	249	24	0	0	9.64
Grand Total	551	0	37248.23	91	26	0	222	212	21.23	555	91	26	0	21.08

- 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: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- 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: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- 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.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 20-21 ▼

Agency: Santa Fe Comm Coll

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	18	4	22.22	16	88.89	0	0	0	0
ABE Level 3	30	18	60	16	53.33	0	0	1	3.33
ABE Level 4	21	16	76.19	7	33.33	0	0	0	0
ABE Level 5	6	3	50	4	66.67	0	0	0	0
ABE Level 6	1	0	0	0	0	0	0	1	100
ABE Total	76	41	53.95	43	56.58	0	0	2	2.63
ESL Level 1	1	1	100	0	0	0	0	0	0
ESL Level 2	3	3	100	0	0	0	0	0	0
ESL Level 3	6	6	100	0	0	0	0	0	0
ESL Level 4	4	4	100	0	0	0	0	0	0
ESL Level 5	6	5	83.33	1	16.67	0	0	0	0
ESL Level 6	4	4	100	0	0	0	0	0	0

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 Total	24	23		95.83		1		4.17		0		0		0		0	
Grand Total	100	64		64		44		44		0		0		2		2	

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Santa Fe Comm Coll

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	34	4368	18	1	15	52.94
ABE Level 3	53	6015.01	29	5	20	54.72
ABE Level 4	39	3868.45	21	5	13	53.85
ABE Level 5	8	869	6	1	1	75
ABE Total	134	15120.46	74	12	49	55.22
ESL Level 1	1	98	1	0	0	100
ESL Level 2	4	450.75	3	1	0	75
ESL Level 3	9	811.9	6	1	2	66.67
ESL Level 4	12	833.65	4	1	7	33.33
ESL Level 5	21	2571.7	6	2	13	28.57
ESL Level 6	12	1680.75	4	1	7	33.33
ESL Total	59	6446.75	24	6	29	40.68
Total	193	21567.21	98	18	78	50.78

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

- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.

- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: $G = \text{Column D} / \text{Column B}$

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Santa Fe Comm Coll

All Periods of Participation

[illegible]

ABE Level 1	4	0	129.75	0	0	0	3	1	0	4	0	0	0	0	0
ABE Level 2	74	0	5320.25	17	2	0	22	33	25.68	76	17	2	0	25	
ABE Level 3	81	0	5879.25	18	6	0	21	36	29.63	81	18	6	0	29.63	
ABE Level 4	75	0	4683.62	16	8	0	26	25	32	75	16	8	0	32	
ABE Level 5	14	0	639.5	1	3	0	6	4	28.57	14	1	3	0	28.57	
ABE Level 6	3	0	82.75	1	0	0	1	1	33.33	3	1	0	0	33.33	
ABE Total	251	0	16735.12	53	19	0	79	100	28.69	253	53	19	0	28.46	
ESL Level 1	4	0	132	0	0	0	3	1	0	4	0	0	0	0	
ESL Level 2	9	0	758.2	2	0	0	2	5	22.22	9	2	0	0	22.22	
ESL Level 3	24	0	1075.4	4	0	0	7	13	16.67	24	4	0	0	16.67	
ESL Level 4	52	0	2181.8	3	0	0	29	20	5.77	52	3	0	0	5.77	
ESL Level 5	48	0	4009.7	6	0	0	20	22	12.5	48	6	0	0	12.5	
ESL Level 6	44	0	3249.5	2	0	0	28	14	4.55	45	2	0	0	4.44	
ESL Total	181	0	11406.6	17	0	0	89	75	9.39	182	17	0	0	9.34	
Grand Total	432	0	28141.72	70	19	0	168	175	20.6	435	70	19	0	20.46	

- 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 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: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- 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.

Student:

NRS Table 5

Select Reporting
System:

NRS FY 20-21

Agency: Santa Fe Comm Coll

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 *	816	129	15.81	823	131	15.92
Employment Fourth Quarter after exit *	712	61	8.57	728	62	8.52
Median Earnings Second Quarter after exit **	129	5541.79		131	5541.79	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	90	2	2.22	90	2	2.22
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	90	7	7.78	90	7	7.78

Attained a Postsecondary Credential while enrolled or within one year of exit ****	32	13	40.63	32	13	40.63
Attained any credential (unduplicated) *****	115	22	19.13	115	22	19.13

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2

Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

***** Report in Column B (Attained any credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school credential or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program; excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondary credential cohorts would only be recorded once in Column B.

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 5A

Select Reporting System:

NRS FY 20-21 ▼

Agency:

Santa Fe Comm Coll

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	(A)	(B)	(C)	(D)	(E)	(F)	(G)
		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
Employment Second Quarter after exit	26	26	10	38.46	26	10	38.46
Employment Fourth Quarter after exit	18	18	7	38.89	18	7	38.89
Median Earnings Second Quarter after exit	10	10	5931.94		10	5931.94	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	7	7	0	0	7	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	7	7	2	28.57	7	2	28.57
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	0
Attained any credential (unduplicated) *****	7	7	2	28.57	7	2	28.57

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: Santa Fe Comm Coll

Participant Status on Entry into the Program (A)	Number (B)
Employed	266
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	82
Not in the Labor Force	203
TOTAL	551
Highest Degree Level of School Completed*	
No Schooling	0
Grades 1-5	2
Grades 6-8	11
Grades 9-12 (no diploma)	206
Secondary School Diploma or alternate credential	18
Secondary School Equivalent	0
Some Postsecondary education, no degree	3
Postsecondary or professional degree	2
Unknown	0
TOTAL (both US Based and Non-US Based)	551

Program Type**

Participant Status on Entry into the Program (A)	Number (B)
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	10
Institutional Programs (section 225)	
In Correctional Facility	3
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	3

* 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.

Staff:

NRS Table 7: Adult Education Personnel by Function and Job Status

Select Reporting System:

NRS FY 20-21 ▼

Agency: Santa Fe Comm Coll

Adult Education Personnel

Function (A)	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	Unpaid Volunteers (D)
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	1	9	0
Local Counselors	0	0	0
Local Paraprofessionals	2	1	0
Local Teachers	16	0	1
Teachers' Years of Experience in Adult Education			
Less than one year	1	0	
One to three years	3	0	
More than three years	12	0	
Teacher Certificate			
No certification	9	0	
Adult Education Certificate	1	0	
K-12 Certification	6	0	
Special Education Certification	0	0	
TESOL Certification	4	0	

Student:

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

Select Reporting
System:

NRS FY 20-21 ▼

Agency: Santa Fe Comm Coll

First Period of Participation

All Periods of Participation

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting System:

NRS FY 20-21

Agency:

Santa Fe Comm Coll

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	(A)	(B) Number of Participants Included in the Indicator	(C) Number of Participants Achieving Outcome or Median Earnings Value	(D) Percentage of Participants Achieving Outcome	(E) Total Periods of Participation	(F) Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	(G) Percentage of Participants in All Periods of Participation Achieving Outcome
Measurable Skill Gain		233	30	12.88	235	30	12.77
Employment Second Quarter after exit		457	31	6.78	461	32	6.94
Employment Fourth Quarter after exit		283	15	5.3	293	16	5.46
Median Earnings Second Quarter after exit		31	5789		32	5789	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit		10	0	0	10	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit		10	0	0	10	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit		3	0	0	3	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	1	1	100
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: Santa Fe Comm Coll

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	3	1	33.33	3	1	33.33	
Employment Second Quarter after exit	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	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	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	0

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Student:

NRS Table 11

Select Reporting System:

NRS FY 20-21 ▼

Agency: Santa Fe Comm Coll

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	26	6	23.08	26	6	23.08
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	26	0	0	26	0	0
MSG via Secondary or Postsecondary Transcript	26	0	0	26	0	0
MSG via Progress Toward Milestones	26	0	0	26	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)	Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Passing Technical/ Occupational Skills Exam	26	0	0	26	0	0
Employment Second Quarter after exit	39	10	25.64	39	10	25.64
Employment Fourth Quarter after exit	30	2	6.67	30	2	6.67
Median Earnings Second Quarter after exit	10	3308		10	3308	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	8	1	12.5	8	1	12.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	8	1	12.5	8	1	12.5

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants		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 (F)		Percentage of Participants in All Periods of Participation Achieving Outcome (G)
		Achieving Outcome or Median Earnings Value (C)	Participants Achieving Outcome (D)			Participation (F)	Participation (G)	
Attained a Postsecondary Credential while enrolled or within one year of exit	28	10	35.71	28	10	35.71		

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

Student:

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

Select Reporting

NRS FY 20-21

Agency: Santa Fe Comm Coll

System:

[illegible]

**MEMORANDUM OF AGREEMENT
BETWEEN
Santa Fe Community College/Adult Education
AND
Northern Area Local Workforce Development Board**

WHERE AS, The Workforce Innovation and Opportunity Act (WIOA) is a complex piece of legislation signed into law in 2014 in an effort to improve coordination among the primary federal programs that support employment services and workforce development, including adult education and vocational rehabilitation programs and activities.

WHEREAS, *central to the WIOA legislation is the requirement of enhanced cooperation and alignment among the core programs within the law including: (1) the Adult, Dislocated Worker and Youth formula programs administered by the Département of Labor (DOL) under Title I; (2) the Adult Education and Literacy program administered by the Department of Education (ED) under Title II; (3) the Wagner-Peyser Act employment services program administered by DOL under Title III;*

WHEREAS, the overarching goal of WIOA is to meet the pressing need of employers to have an appropriately-skilled talent pool, and to assist the nation's workforce with not only adequate access to jobs, but also the support and skills required to secure and retain those jobs. The workforce development system is designed to prepare the unemployed, underemployed and low-skilled adults for sustainable, meaningful employment.

WHEREAS, WIOA prioritizes serving people who have barriers to employment, including barriers to meaningful careers that provide a family-sustaining wage and the opportunity for advancement. Under both the letter and the spirit of WIOA legislation, all of these entities are required to work together to promote effective services that are mutually supportive, well-coordinated, and appropriately aligned.

WHEREAS, the purpose of this Memorandum of Agreement (MOA) is to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB), the Adult Education partners, and the NALWDB's service providers within the Northern Workforce Region of New Mexico.

The development and implementation of a comprehensive workforce system requires teamwork and collaboration between all the partners and the NALWDB.

Identified WIOA partners aim to effectively meet the regional workforce demand and the employment needs of individuals who are unemployed or underemployed and are lacking the education and training needed for gainful employment. *The Partners and the NALWDB agree to collaborate to implement an effective integration of workforce services.*

In an effort to achieve this shared purpose, all identified partners agree to:

- Collaborate to provide Integrated Education Training (IET) through concurrent enrollment programs that include adult education, post-secondary, and employment services that enable students to reach the goals of:
 - Strengthening basic skills, including English language skills
 - Earning an HSE credential (if lacking one)
 - Completing a postsecondary credential
 - Passing industry certification exams if applicable
 - Obtaining sector employment if applicable
- Support recruitment of the targeted population with marketing, awareness building, and individual referrals.
- Facilitate data collection, sharing, matching and support for reporting and evaluation.
- Ensure representation at collaboration meetings.
- Facilitate the training and cross-training of WIOA partners and stakeholders in the region.
- Foster connections with industry partners to ensure industry support for:
 - Referral of potential participants to workforce training programs
 - Meeting with collaborators and/or funders to offer input and feedback
 - Paid or unpaid internships for IET program graduates. (apprenticeships are a priority in NM)
 - Job placement for program graduates.

A. The Adult Education program at Santa Fe Community College agrees to:

1. Establish, coordinate, and implement adult education courses in support of career pathways and workforce training preparation, to provide services to eligible participants recruited from all partner agencies.
2. Offer contextualized, standards-based instruction for basic skills.
3. Assess participant academic progress in basic skills, monitor student progress and support, provide tracking and reporting.
4. Provide the instruction and support needed for students to attain their high school equivalency credential, if needed.
5. Provide instruction in English language acquisition in support of successful participation in the workplace, school, and in the community.
6. To plan and facilitate meetings of collaborating partners.
7. Share in the participant recruitment, data collection and reporting efforts.
8. Co-develop, co-plan, and co-evaluate, in partnership with college faculty and workforce staff, workforce training programs in high demand industry sectors.

Santa Fe Community College, executive team agrees to:

1. Provide the administrative support necessary to ensure that IBEST participants succeed.
2. Ensure access to the necessary facilities and instructional technology.
3. Provide the marketing and student services need to support recruitment.

B. The Northern Area Local Workforce Development Board, workforce connections, and Title 1 Service Provider agrees to:

1. Subject to funding availability, eligible adult education students will have priority access to WIOA Title 1 funds and other available funding to support their participation in IET and performance incentive programs. Title 1 service providers:
 - Coordinate orientations scheduled prior to the start of each semester, on-site at partner locations when possible.
 - Work closely with Adult Education partner staff to ensure eligible participants receive training funds and enroll into training program classes.
 - Provide incentives for youth who reach identified academic benchmarks in adult education programs.
 - Case management for participants enrolled in a career pathway or workforce training program.
 - Training assistance and support for participants in finding additional financial resources to pay for career and technical training.
 - Coordinate opportunities for participants to interact with local employers via class visits and job fairs on campus, when applicable.
 - Support for participants with employment related costs such as certifications, licenses, uniforms, and tools.Provide Job search support.
2. Support Adult Education students with employability training in areas such as career exploration, professionalism in the workplace, resume development, and interviewing, at one-stop sites and within the classroom setting as appropriate.
3. Enroll adult education participants in workforce online connections system when applicable.
4. Share in the participant recruitment, data collection and reporting efforts.

C. Term of Agreement

This agreement is for the period July 1, 2020 until June 30,2022 and can be amended or extended to June 30, 2024 if necessary.

D. Records Retention

Per state statute 1.20.3.953 records must be retained for six years after termination of grant and an audit of such records may be requested at any point in time by Santa Fe Community College. A copy of the most current audit report must be submitted no later than January 15th of the following year to SFCC's Contracts and Grant office, 6401 Richards Avenue, Santa Fe, NM 87508.

E. Liability


Neither party shall be responsible for liability incurred as a result of the other party's acts or omissions in connection with this MOA. Any liability incurred in connection with the MOA is subject to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 et

seq., NMSA 1978 as amended. In the event of either party's breach of this MOA, the other party's sole and exclusive remedy shall be the right to terminate this MOA. In no event shall either party have liability for either incidental or consequential damages resulting from or arising in connection with this Memorandum of Agreement.


F. Termination Notice

Either party may terminate this agreement with 90 days written notice. In case of such termination, all responsibilities incurred prior to such notice of termination pursuant to this agreement shall be carried out.

The undersigned agree that this document represents the agreement between Santa Fe Community College and the Northern Areas Local Workforce Development Board.

 08/04/2020

Date
Becky Rowley, President
Santa Fe Community College

 8/3/20

Date
Letty Naranjo, Director, Adult Education
Santa Fe Community College

 7/29/20

Date
Lisa Ortiz, Executive Director
Northern Area Local Workforce Development Board

 7-29-20

Date
Joseph Weathers, Board Chair
Northern Area Local Workforce Development Board