



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

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

2020-2021

Please email reports to:

adult.education@state.nm.us

AND

amy.anderson@state.nm.us

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

Reporting Deadline

September 1, 2021

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

**Annual Program Report
Cover Page**

Program Name: **Adult Educational Services**

Institution or Organization: **Western New Mexico University**

Address: **P.O. Box 680**

City: **Silver City**

County: **Grant**

Zip: **88062**

Main Phone: **575-574-5101**

Website: **aes@wnmu.edu**

Social Media:

Workforce Region(s) Served: **SW region**

Submission Date: **09/01/2021**

Program Director, Manager, or

Coordinator Name and Title: **Debbie Maldonado**

Contact Information: Phone(s): **575-574-5114**

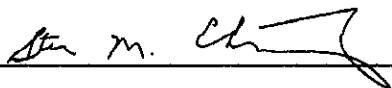
Email: **Debbie.Maldonado@wnmu.edu**

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Title: **Karen Silvas**

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8-31-21

Signature of the Chief Executive Officer or Designee

DATE

Steven M. Chavez, Associate Vice President for Academic Affairs

Typed Name and Title:

Section I. Program Narrative Report

Western New Mexico University (WNMU) Adult Education Service (AES) program offers services in 5 counties: Grant, Hidalgo, Luna, Catron, and Sierra. The services offered are: High School Equivalency (HSE), English Communications (EC), Digital Literacy (DL), and college and career preparation (CC). These services are offered in-person (at some locations) and online in all location. Currently the program offers HSE classes live online both AM & PM, HSE Independent study with instructor support, English Communication class are offered in 3 different levels and both AM & PM, and Digital Literacy offers tutoring, workshops, and certificates.

The program offers services to those who are 16 years and older. One of the partnerships the program has is with the local Youth programs (Title 1B WIOA) where our students are referred for services and the program interns at least 2 youths at any given time. Several of these youth program participates have been hired by the program at the end of their internship. Currently the program has 3 interns from the YDI Title 1B program.

Another great partnership the program has is with local literacy programs. With limited budget, the program relies on local literacy programs to offer the one-on-one tutoring that low skills students, especially English Language Learns (ELL). Due to the COVID pandemic the local literacy programs have been closed so our program has been offering students what we can and wait listing them for the literacy programs. The program did change how ESL classes are offered, currently we do not offer ESL specific classes, what we offer is English Communication classes which both ESL and low English learners attend class together, this is modeled after the University of Illinois' English Communication program. ESL students over the years have reported they feel they are still not learning English due to their accents and being in a class where everyone has an accent, students did not feel they were successful. With offering these classes to both ESL and low English HSE students both groups are showing stronger progression and ESL students are reporting they are acquiring verbal skills quicker and lower HSE English students are reporting they are being influenced in a positive way by learn and working with those who English is not their primary language. Currently the EC program offers three different levels with most HSE students placing in level 2.

Prior to the pandemic, COVID-19 outbreak, the program offered in-person learning but one location, Grant county, was already offering hybrid HSE classes both morning and evening. Once the pandemic restricted access to in-person learning the program converted all classes to online, during the entire FY 20-21 all classes, tutoring, and workshops were offered online. Starting FY 21-22 fall semester all classes except the HSE Online Independent learning class is offered as a hybrid. Due to funding currently HSE in-person is offered in Grant county, EC in-person is offered in Luna county and Digital Literacy in-person is offered in Sierra county. But all classes whether live or independent studies are offered online to students in all counties.

Due to the pandemic the program loaned out over 30 laptops and referred 35 students to additional supportive services so they could attend class. Prior enrollment of the program was: FY 18-19: 158, FY 19-20: 120, FY 20-21: 68. The program did have a lower than normal enrollment during FY 20-21 due to the pandemic and/or lack of access to device or internet. During the FY 20-21 instructors reported that during morning classes that students were also helping their children with accessing and operating their online learning. This did lower student time in live online classes but all students had access to either book-based material or online programs to continue their education outside of the classroom.

Post-test rates were maintained during FY20-21: FY 18-19 58%, FY 19-20 46%, FY 20-21 52% but level gains during FY20-21 were lower than usual: FT 18-19 55%, FY 19-20 58%, FY 20-21 45%* Information from the LACES database Tables 4 & 4b. The program feels this is due to the change in how instruction was offered and the additional responsibilities our students had while attending class (helping their children attend their classes were priority to our students, so many times they would enter late or leave early to assist their children.)

Fiscal Year	Enrollment	Post-testing	Level Gain
FY 18-19	158	55%	58%
FY 19-20	120	58%	46%
FY 20-21	64	45%	52%

The instructional material used any given year, some is directly related to specific publishers of the HSE official tests and other material is general knowledge material. Students are given book-based instructional material directly related to the testing publisher they choice to take for their official tests, but in-class and outside of the class assignments online resources are used. Some of the online resources (but not limited to) are: EdReady, Google classroom, Softschools, Northstart Digital Literacy program, GCF Global for digital literacy, USA Learns and other programs. Book-based material is from New Readers Press both HiSet and PearsonVue GED prep material. The program uses online resources for career and college prep (Accuplacer preparation, resume assistance, employment search and application completion), one of the most used programs are offered by the Workforce Solutions website, students use their career exploration, employment services and other programs offered on this website. All students who need referrals to either WIOA or local partners are referred with verbal follow-up to services.

Due to the pandemic the program started offering “Remote Access Points” (RAP) so students not location near an established center can attend classes online in a classroom setting. What is RAP? It is various locations throughout the five counties services are offered classroom settings for students to attend the online class(es) they are enrolled. Some of these locations are currently either not fully open or has not re-opened but access will be granted once complete opening has occurred. Locations where RAP is offered: Grant county: Silver City Library (not currently open), Bayard Library (not currently open); Catron county: Reserve Wellness Center (only has access for 2 students at this time), Luna county: Columbus learning center (currently we have no students who are attending at this location); Sierra county: Arrey Elementary, Hot Springs HS, and hopefully in the near future T or C middle school (schools are currently not available due to access restrictions but flyers about services offered have been given to parents of all students who attend these schools). The program is always looking for additional locations for students to either receive supportive services or attend the online classes.

One of the biggest issue students had during the FY 20-21 year was testing online. TABE tests were given totally online, some students had not taken any test for several years and other students were not comfortable with testing online but all student who were enrolled into classes that require TABE testing were tested. But, students who were ready for the official HSE tests, many did not start or complete their testing until late spring 21. This was due to testing centers being closed due to the pandemic and student locations not qualifying as suitable testing areas. Many of our students did not feel

comfortable taking the official tests from their homes, after some of the restrictions were lifted some students with remote testing vouchers did test in the Silver City center. Side note: many students who should have taken tests during the FY 20-21 are now testing and passing their tests, currently the program has about 15 students who are trying to complete their tests prior to end of October 2021.

The program's success is partly due to our partnerships with various organizations or programs. The program works with all WIOA partners: Workforce, Youth, DVR, Veterans, Senior, etc. Currently the program manager, Debbie Maldonado, hold a position on the SW Area Workforce Board representing Title II and education/training and sits on three committees: Bylaws (chair), Policy, and Outreach. Recently Mrs. Maldonado has been renewed for additional 2 years. Other partners the program has (most with informal agreements) agreements with are local literacy groups, Headstart programs, local high schools, Sierra County group, Grant county Economic group, most state or federal service providing organizations, Alamo school system, and so many local groups that offer supportive services. Without these programs, this program would not be able to assist students towards their success.

In the currently FY 21-22 all classes are offered online (most are hybrid designed) and this type of educational offering will continue as a regular class design. Currently the students are reporting they like the choice towards attending class in-person or online. Several students attend both methods due to personal or employment schedules. This flexibility also helps enrolled students who do not live near a learning center to attend class/tutoring or receive Digital Literacy certificates. Digital Literacy certificates from NorthStar were added at the beginning of FY 20-21. During the past year (FY 20-21) the program did 182 Digital literacy assessments and 78 of those assessments resulted in Digital Literacy Certificates. These certificates are being used to verify with possible employer's computer skills towards employment. Side note: During the summer 21 the program assessed and awards three people with required assessment towards employment offered-all three received offers and accepted them.

The program is adapting to the "at the moment restrictions" but are always looking at ease of access for students. Offering hybrid classes, remote access points, and Digital Literacy certificates has given our students access to educational opportunities they did not have before. This past year, our program stopped looking at each site but look at the program as a whole, since students now attend a class offered in Silver City from other locations via online. We have become a whole program not parts of a program.

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)	42
Total count of students with 12 + hours	64
Total contact hours for students with 12 + hours	4307
Average contact hours for students with 12 + hours	67
Average contact hours for students with 12 + hours experiencing level gains	110
Count of all HSE graduates with 12 + hours	4
Percentage of total number of students achieving a measurable skill gain	45%
Percentage of total number of students achieving employment second quarter after exit	100%
Percentage of total number of students achieving employment fourth quarter after exit	13%
Median earnings for former students in the second quarter after exit	2360.89
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	0*
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	0*
*Due to the pandemic and classes being offered online, no students reported transportation or child care issues since that was not being used during the FY 20-21.	

Section III. Evaluation of Program Effectiveness

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

1. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.
 - a. The program has noticed over the past three years that our students are diverse on an average Hispanic enrollment is about 78% but FY 20-21 that percentage was 67%. Typically, the age group with the largest enrollment is 25-44, which was the case during FY 20-21. All of our students live in rural areas, so public transportation and childcare is sometime not available-only one county has public bus service and several counties only have a few childcare centers.

FY	16-18	19-24	25-44	45-54	55+	Ages
18-19	17%	21%	47%	8%	6%	
19-20	27%	29%	30%	9%	5%	
20-21	30%	23%	39%	3%	3%	

The program seems to be close to average on Age groups and Race population. The biggest issue was the pandemic issues that resulting in both program and students working in an unusual learning arrangement. *Source of data is LACES database.

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

The program usually achieves higher then state levels in Measurable skill gain (MSG) in FY 20-21 the MSG was 55%, Credential Attainment rate was 33%, Employment 2nd quarter was 40%, Employment 4th quarter was 13%, Median Earnings was \$2361.00. The employment and Median earnings are low due to rural locations-minimum employment

offered and due to being rural pay is lower then if in Urban cities. Plus, during the pandemic one of the biggest employers in at least three of the five counties laid off about 95% of their employees and only re-hired 10% after some restrictions were lifted. The program works with local employers and workforce offices to assist students with their goals of employment and/or additional education towards their career pathway.

FY 20-21	
Measurable Skill Gain	55%
Credential Attainment rate	33%
Employment 2 nd quarter	40%
Employment 4 th quarter	13%
Median Earnings	2361.00
Data from LACES database	

3. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?
 - a. Professional development is very important to our small program. After an employee attends any professional development they share either via email or in the next program meeting what was learned and any material that is available.
 - b. The program’s data shows that most of the level gains in FY 20-21 were in English-67% and Math-40%. Data shows that the program’s level gains per area stayed about the same as FY 19-20 data.

4. Describe in detail any program improvement initiatives you plan to pursue in the upcoming program year.
 - a. The program is already operating as a hybrid instructional program. We are always in readiness to be sent home and resume teacher from there. Students and employees are advised regularly on statewide and university restrictions relating to the COVID-19 issue.

5. How has your program’s effectiveness been affected by the pandemic?
 - a. The program did have lower enrollment but the percentage of achievements were comparable to prior years.

Fiscal Year	Enrollment	Post-testing	Level Gain
FY 18-19	158	55%	58%
FY 19-20	120	58%	46%
FY 20-21	64	45%	52%

The program has worked hard towards being prepared to offer quality services under many different circumstances; example: rural locations, limited skill sets, or a pandemic. We are still adapting to changes due to the pandemic and we feel that we will do our best. One big issue was students not being comfortable to test online, this did reduce post-test rates.

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?
 - A. 100% of our students received career and training services. All students must complete at least 3 of the Digital Literacy certificates that are available towards employment or education. We also offered resume assistance, Accuplacer or ASVAB prep, and assistance with enrolling into post-secondary education-this includes assistance with grants.

2. What is the *average cost per participant* for those who received career services and training services, respectively, during the most recent program year?
 - A. The Digital Literacy cost, except for the instructor, was covered by a PNM Foundation grant. The amount of funding used from state and federal grants is still being determined. 95% of federal grants is used for instruction and students needs and 20% of state is used for student needs.

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.
 - A. The program does not offer concurrent enrollment unless our student is able to qualify via Workforce or WIOA programs. The program does refer all students to the local workforce offices for possible services, whether funding for additional education, supportive services, or internship programs.
 - B. The program usually interns at least 2-3 youths per semester provided by the local youth program. Currently we have 3 youth interns: 1 still in high school, 1 enrolled in WNMU AES program, and 1 is attending a Dental Hygienist program.

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.
 - A. The program works with all local workforce offices, Currently the program manager is a LWDB member and sits on three committees.

5. Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. Please indicate the amount your program contributes in your IFA. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area. We want to get a sense of where you are in these activities, even if you do not have (or yet have) an MOU and/or IFA.
 - a. The program has an MOU with the LWDB towards referrals and shared clients/students. We do not have any IFA agreements, we do not work out of any one-stop location. The Sierra county location is a shared building but our program (university) has a separate agreement with Sierra County for usage of the building.

Section V. Career Pathways Activities

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

1. Please describe the extent of your program's participation in the state-sponsored Career Pathways Institute this year (CPI Year 2) and note any significant developments and/or challenges in your program's efforts to move toward a more pathways-oriented service delivery model.
 - A. Due to program manager's not so good health this past year, the program did not participate in any of the Year 2 activities. But did review all information.
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)
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.
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.
 - a. The program does offer general educational lesson, directly relating to HSE prep but all students have access to either book-based instructional material or online material directly related to their current skill sets and the educational direction they are on. For example, a student wants to get their HSE diploma but also wants to enroll into an electrical program. We will assist them with educational needs towards HSE via class, paper and electronic based instructional material, online tutoring, and we will look for and offer educational information towards their direct career pathway they have indicated.
2. Describe how your organization’s activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.
 - a. The program has been preparing students a year prior to the pandemic to attend class(es) online and how to learn and work via technology. During the pandemic, this type of services was increased and students has access to either one-on-one tutoring or small group sessions. We are still working with students to develop the skills necessary to becoming strong community members and have the lives they want and need.
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.

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).

N/A

1. Please indicate the number of IELCE students (12+ hours) served:
2. Describe your program’s efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

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

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: N/A
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Describe the relative rate of recidivism for criminal offenders served. Include the methods and factors used in calculating the rate for this reporting period.

X. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

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

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

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

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

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

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

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

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
3000	114	\$342,000.00

Added per Debbie Maldonado see email of 9-7-21 CJP

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)
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X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
N/A	

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

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).

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

Adult Education Local Program Annual Report**2020-2021**

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: WNMU

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
ABE*** Level 1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
ABE Level 2	0	1	0	0	0	0	5	11	0	0	4	3	1	1	26
ABE Level 3	0	0	0	1	1	0	6	12	0	0	1	2	1	1	25
ABE Level 4	0	0	0	0	0	0	2	4	0	0	1	1	0	0	8
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	1	0	1	1	0	14	29	0	0	6	8	2	2	64

*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.

Student:

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

Select Reporting System: NRS FY 20-21 Agency: WNMU

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	0	0	0	0	0	3	5	0	0	4	1	1	1	15
19-24	0	0	0	0	0	0	7	6	0	0	0	4	1	1	19
25-44	0	1	0	1	1	0	4	14	0	0	1	3	0	0	25
45-54	0	0	0	0	0	0	0	2	0	0	1	0	0	0	3
55-59	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	1	0	1	1	0	14	29	0	0	6	8	2	2	64

*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

Student:

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

Select Reporting System: NRS FY 20-21 Agency: WNMU

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 (P)
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	1	0	0	0	0	2	2	0	0	5	1	0	0	11
19-24	0	3	0	0	0	0	3	5	0	0	1	1	0	0	13
25-44	0	2	0	0	0	0	5	7	0	0	1	1	0	0	16
45-54	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	6	0	0	0	0	11	14	0	0	7	3	0	1	42

*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: WNMU

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**	14	19	24	3	0	1	61
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	1	0	1	0	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	1	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	15	19	25	3	1	1	64

*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.

ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	1	0	201.75	0	0	0	1	0	0	1	0	0	0	0
Grand Total	64	0	4306.75	15	3	0	33	13	28.13	64	15	3	0	28.13

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: (Column J) = (Column E + Column F + Column G)/(Column B - Column C)
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: (Column O) = (Column L + Column M + Column N)/(Column K)
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: NRS FY 20-21 Agency: WNMU

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	10	5	50	6	60	0	0	0	0
ABE Level 3	3	3	100	0	0	0	0	0	0
ABE Level 4	2	2	100	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	15	10	66.67	6	40	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	15	10	66.67	6	40	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting System:

NRS FY 20-21

Agency:

WNMU

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	68	0	1	0	0
ABE Level 2	13	1257.75	10	2	1	76.92
ABE Level 3	13	1072	3	3	7	23.08
ABE Level 4	4	453.5	2	1	1	50
ABE Level 5	1	111	0	1	0	0
ABE Total	32	2962.25	15	8	9	46.88
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	1	201.75	0	1	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	1	201.75	0	1	0	0
Total	33	3164	15	9	9	45.45

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

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

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

ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

- 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: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- 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 5

Select Reporting System: NRS FY 20-21 Agency: WNMU

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
		(C)	(D)			(F)	(G)	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
Employment Second Quarter after exit *	103	41	39.81	104	42	40.38		
Employment Fourth Quarter after exit *	118	11	9.32	126	16	12.7		
Median Earnings Second Quarter after exit **	41	2360.89		42	2294.37			
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	1	1	100	1	1	100		
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	1	0	0	1	0	0		
Attained a Postsecondary Credential while enrolled or within one year of exit ****	2	0	0	2	0	0		
Attained any credential (unduplicated) *****	3	1	33.33	3	1	33.33		

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: WNMU

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation

All Periods of Participation

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

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 20-21 Agency: WNMU

Participant Status on Entry into the Program (A)	Number (B)	
Employed	26	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	37	
Not in the Labor Force	1	
TOTAL	64	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	0	1
Grades 6-8	1	0
Grades 9-12 (no diploma)	59	2
Secondary School Diploma or alternate credential	1	0
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	0	0
Unknown	0	0
TOTAL (both US Based and Non-US Based)	64	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	
TOTAL Institutional	0	

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

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

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

Employment Status definitions:

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

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

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

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

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

Staff:

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

Select Reporting System: NRS FY 21-22 ▼

Agency: WNMU

Adult Education Personnel

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