

Annual Program Report Cover Page

Program Name:	Centers for Education and Career Development	
Institution or Organization:	Doña Ana Community College	
Address:	3400 South Espina	
City:	Las Cruces,	
County:	Doña Ana	
Zip:	88003	
Main Phone:		
Website:	https://dacc.nmsu.edu/academics/departments/education-and-career-development/	
Social Media:	https://twitter.com/DACCNMSU	
Workforce Region(s) Served:	Southwestern	
New Mexico Counties Served:	Doña Ana	
Submission Date:	9/22/2022	
Program Director, Manager, or Coordinator Name and Title:	Tricia Brainard, Ed.D.	
Contact Information:	Phone(s):	575-527-7741
	Email:	pbrainard@dacc.nmsu.edu
Alternate Contact Name and Title:	Fred Owensby, Executive Director, Career Readiness & Economic Development Division	
Contact Information:	Phone(s):	575-527-7543
	Email:	fowensby@dacc.nmsu.edu



10/3/2022

Signature of the Chief Executive Officer or Designee

DATE

Mónica Torres, President, Doña Ana Community College

Typed Name and Title

Section I. Program Narrative Report

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

1. Describe your program briefly. 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. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/37896>). Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

Doña Ana Community College (DACC) Centers for Education and Career Development (CECD) provides comprehensive adult education and career pathway programs for adults who qualify under the Workforce Innovations and Opportunity Act (WIOA), Title II. DACC adult education provides adult education services in the following programs: Foundational Skills Programs, Foundational Skills Programs in Spanish, English as a Second Language (ESL), and Integrated Education Training (IET) programs.

Our programs have been designed in alignment with the College and Career Readiness Standards for adults. The Foundational Skills Program (FSP) are courses to prepare students to sit for a High School Equivalency exam, assist them in finding family-sustaining employment, improve workplace skills to retain employment, and/or access workforce and career training. We offer classes in Language arts which incorporate science and social studies and Math courses. The FSP in Spanish offers courses identical to those offered in English, including ESL content in every class. Essential Education, an online curriculum, is embedded in the program. The ESL program offers comprehensive language instruction in the four domains of language acquisition: Reading, Writing, Listening, and Speaking. BurlingtonEnglish, an online curriculum, is embedded in the program. Classes are conducted remotely and in-person.

For the past two years, CECD has been piloting IET programs in Advanced Technologies, Early Childhood Education, and Digital Foundations. These have been in partnership with the respective departments within DACC and the Workforce Development Center.

We serve adult learners in Doña Ana County, which covers approximately 3,804 square miles of southern New Mexico and is the 2nd largest county in New Mexico. The Census American Community Survey for 2020 reports a population of 217,696 for our county. The CECD services students primarily from the cities/villages of Las Cruces, Anthony, Chaparral, and Sunland Park. The following table presents population and economic picture of our major cities/villages compared to the County and State of New Mexico.

Community	Population	Household Median Income	Percent Living below Poverty	Unemployment Rate
Las Cruces	112,907	\$45,140	23.6%	7.1%
Chaparral	16,551	\$31,186	33.4%	7.4%
Sunland Park	16,702	\$33,342	32.7%	8.0%
Anthony	8,693	\$27,625	37.8%	8.0%
Doña Ana County	217,696	\$45,178	24.8%	7.9%
State of New Mexico	2,097,021	\$53,992	18.6%	4.4%

The economic profile of Doña Ana County reveals widespread poverty and high unemployment compared to the state. We also note that 24.8% of all Doña Ana County residents live in poverty compared to 18.6% in the state. Additionally, 8% of adults are unemployed compared to the state rate of 4.4%. When examining the cities/villages of the area, the poverty and unemployment rates stand out even more.

Over 42% of Doña Ana County adults with less than a high school education live below the poverty level. In 2021, the median household income for Doña Ana County was \$45,178 compared to \$53,992 for New Mexico. Although the poverty rate for Doña Ana County is significantly higher than the state and national average, in order to accurately reflect the level of poverty that exists along the US- Mexico land border of our County, additional information should be considered. Educational attainment in Doña Ana County shows that a higher percentage of the population (11.3%) lack a secondary credential when compared to the state (5.6%) as a whole.

Population 25 years and over	Less than 9th grade	9th to 12th grade, no diploma
Doña Ana County	11.3%	8.2%
New Mexico	5.6%	7.9%

AFLA funds are used to fund all instructional and administrative functions of the program, including resources and materials, professional development, salaries, travel, and program development.

2. Highlight any significant changes in staffing, programming, target populations, or goals since the last report. If you are a new Director, please consider including a summary of your personal goals and priorities as a leader.

The previous Adult Education director left in September of 2021, and the program conducted a national search for a new Director. I was hired on July 1, 2022. No significant changes in staff, programming, or goals occurred during the search year. However, the program did prepare to implement a new onboarding process for students beginning FY23. Staff spent much of the FY22 year preparing for that initiative. The new onboarding process is designed around an Atlas Class that has a broad scope to prepare students for instruction at the CECD. The class includes an exploration of learning strengths and styles, program expectations, education and career pathways, and coursework readiness. Additionally, in FY23, the CECD will be participating in the National Education Diploma Program, which offers an alternative high school credential gained through the demonstration of competencies rather than passing standardized tests.

The staff and I have spent the past couple of months strategically planning for short- and long-term program improvement. We have set some ambitious goals and Program Improvement Focus Areas (PIFA) for FY23.

1st PIFA. Of the students who pre and post-test, 77% achieve an advance of one Educational Functioning Level (EFL); 49% for HSE students and 83% for ESL students. Instructionally, the program appears sound – when students attend more than 40 or 60 hours, they make EFL gains. However, the program appears to struggle to retain students for 40 or more hours. Of the 745 students who meet the NRS attendance threshold of 12 or more hours, only 330 (44%) stay long enough to qualify for a post-test. CECD retention goal for FY23 is 55%. Retention is the first program improvement focus for the upcoming FY year.

2nd PIFA. DACC has supported five independent learning centers to ensure access throughout the county for adult learners for many years. We have two sites in Las Cruces – Quintana Learning Center on the DACC Espina Campus and Mesquite Learning Center at the Workforce Development Center. Additionally, we have three learning centers that provide access in the Southern part of Doña Ana County – Chaparral Learning Center in Chaparral, Gadsden Learning Center in Anthony, and the Sunland Park Learning Center in Sunland Park. Until the COVID-19 Pandemic struck in 2020, these centers operated with almost total autonomy. However, from March 2020 to June 2021, DACC operated remotely, and the CECD was compelled to reimagine itself. This resulted in combining all services and losing the autonomy of the independent learning centers. That has

brought both successes and struggles in processes and alignment of services. Continuing to consolidate services is the second program improvement focus for the upcoming FY.

3rd PIFA. The administrative staff are highly committed and loyal to the missions of both DACC and CECD. They work hard, take on additional tasks when asked, and are driven to serve families in the best conceivable way. To sustain and improve the positive workplace environment, evaluating the roles, responsibilities, and professional development of administrative and instructional staff is the third program improvement focus for the upcoming FY.

4th PIFA. Integrated Educational Training programs hold great promise for adult learners. It can help with retention and motivation for adults to weather the barriers to complete education and job training for economic sustainability. I think of IETs in two ways – like corequisites in higher education and dual credit programs in high school. Complete College America explains that corequisite coursework is the “structures and pedagogical approaches for students needing or requesting additional support to succeed in college-level foundational math and English courses that allow students to complete requirements in a single academic term.” This initiative was conceived so that students would get basic skill development support and all credit-bearing coursework would count towards a degree in higher education. For adult education, an IET can support the adult learner as they improve academic skills and build college and/or workforce readiness. Dual credit offers the same twofold support for high school students. Therefore, the final program improvement focus for the CECD will be to strengthen our IET programs.

3. How is your program continuing to respond to the changing pandemic landscape? Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How are challenges evolving? What is planned for the fall? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

As explained previously, the pandemic influenced the configuration of the five learning centers. The program moved from five independent and autonomous centers to an agile program operating in five locations. As the pandemic has lessened and normalized, learners are leveraging online and in-person options for intake, orientation, assessment, and coursework. To adapt to a hybrid world, the program implemented an online intake portal that LiteracyPro built to integrate with LACES, the data management system. This has expanded and reorganized the intake process. Adult learners can now participate in orientation and assessments online and in-person. With the online options, we are now expanding the times of day and how often we can provide orientation and assessments. Currently, the Atlas class is taught entirely online. Students still seem to gravitate to online classes; participant evaluations will need to be conducted to determine if this is because they prefer that or an indication that we need to expand our in-person offerings throughout the county.

4. List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

For FY22, DACC CECD had an informal partnership with Las Cruces Public Schools (LCPS) to provide adult education services for LCPS parents in connection with their 21st-century program which provides activities for the children. For FY23, the LCPS partnership will continue. A formal partnership has been implemented with Lutheran Social Services to provide ESL classes to Afghan refugees. We also have a formal partnership with New Mexico Workforce Connection to provide classes for clients who lack a high school diploma. Within the DACC

community, we have informal collaborations with the Workforce Development Center, Community Education, Early Childhood Education, Advanced Technologies, Student Accessibilities, and Avanza. That MOU is included in Appendix C of this report

Section II. Core Indicators of Performance 2021-2022

Please enter the following information regarding core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	34.9% (253/745) <small>Source: NRS Table 4, Column J, Row 15</small>
Credential Attainment Rate	20.4%	No data (0/0) <small>Source: NRS Table 5, Column D, Row 9</small>
Employment (Second Quarter After Exit)	25%	28.64% (120/419) <small>Source: NRS Table 5, Column D, Row 2</small>
Employment (Fourth Quarter After Exit)	35.3%	39.41% (292/741) <small>Source: NRS Table 5, Column D, Row 3</small>
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$3,811.63 <small>Source: NRS Table 5, Column C, Row 4</small>

Section III. Evaluation of Program Effectiveness

1. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education) See Section II above. For each performance indicator, indicate whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

Performance Measure (PM)	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022	Result
Measurable Skill Gain (MSG)	37.1%	34.9% (253/745) Source: NRS Table 4, Column J, Row 16	Not Met
Credential Attainment Rate	20.4%	No Calculation (0/0) Source: NRS Table 5, Column D, Row 9	N/A – No participants in this PM
Employment (Second Quarter After Exit)	25%	28.64% (120/419) Source: NRS Table 5, Column D, Row 2	Exceeded
Employment (Fourth Quarter After Exit)	35.3%	39.41% (292/741) Source: NRS Table 5, Column D, Row 3	Exceeded
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$3,811.63 Source: NRS Table 5, Column C, Row 4	Exceeded

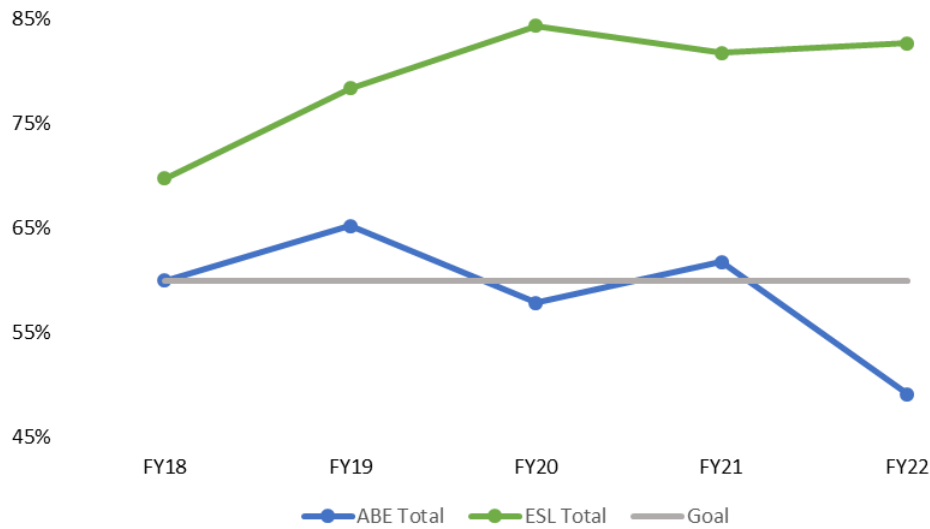
2. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

The CECD had no participants for the Credential Attainment Rate Performance Measure (PM). However, we exceeded three of the four PMs that held participants. It did not meet the PM: **Measurable Skill Gain** (MSG). To begin to understand why we did not meet this PM, we first separated MSG by content area. On NRS Table 4: *Measurable Skill Gain by Entry Level*, column J, row 8, the total HSE MSG was 18.65%. On NRS Table 4, column J, row 15, the total ESL MSG was 40.58%. That appears to be a noteworthy difference. To further explore that difference, we looked at NRS Table 4B: *Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants*. In column G, row 7, the total percentage achieving an Educational Functioning Level (EFL) was 49.15% for HSE participants. In column G, row 14, the total percentage achieving an EFL was 82.66% for ESL. Again, a noteworthy difference. The guidelines for HSE students are to test after 40 hours and before 120 hours of attendance. For ESL, the range is 60 – 120 hours. At first glance, the 49% EFL for HSE might suggest that we may be post-testing too soon. To examine that a bit closer, we looked for trends in our data from previous fiscal years and EFLs gains.

We then examined previous fiscal year data using the same NRS table, columns, and rows, see Figure 1: *Educational Functioning Levels Gains FY18 – FY22*. New Mexico Higher Education Department indicates that EFL gains should be at 60% or better for an effective program. For FY18 – 21, the CECD hovers very close to the 60% mark for HSE post-testers and well above that for ESL post-testers. For FY22, our percentage for HSE post-testers drops to well below that goal. To

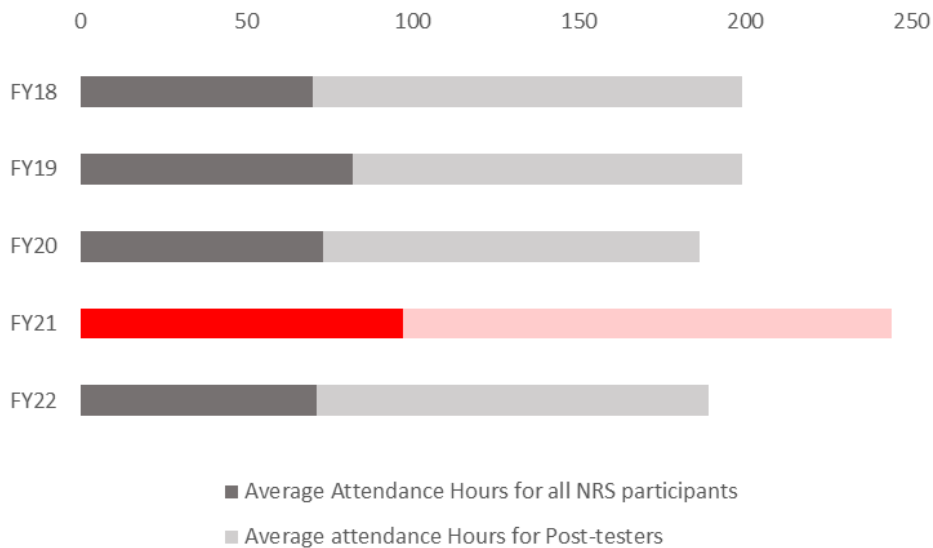
further explore the possibility that attendance hours may be a contributing factor to this PM, we investigated average hours of attendance.

Figure 1: Educational Functioning Level Gains FY18-FY22



As we studied the average attendance hours for each content area, we compared participants who attended 12 or more hours and those that post-tested. Please note, the post-testers are included in the participants who attended 12 or more hours. When studying the average hours for FY18 – FY22, there was an interesting outcome for FY21. This was the year of the pandemic shutdown and the CECD only offered online classes. In Figure 2: *Average Attendance Hours All Participants* Compared to Post-testers* below, there seems to be a suggestive increase in hours. The average hours of all participants before the pandemic shut down hovered around 75 and returned after the CECD returned to campus. However, during the shutdown, when only online courses were offered, the average hours of attendance were at 97 hours. For post-testers, the average before and after the shutdown were around 115 hours, and during the shutdown were 147 hours. While we are unable to determine what this means at this time, it does indicate that more investigation is needed.

Figure 2: Average Attendance Hours All Participants* Compared to Post-testers.



*All participants include post-testers [we were unable to separate those students from the whole.]

In order to determine how we mitigate and impact the MSG PM, we need more data analysis. Questions that the CECD will explore to understand why this PM was not met include but are not limited to:

- Are HSE students being post-tested too soon?
 - Are HSE students more likely to gain an EFL when involved in online classes rather than in-person?
 - What is the frequency and intensity of attendance for HSE students compared to ESL students?
 - What are attendance patterns for HSE students compared to ESL students?
3. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, reach out to Katya.)

CECD met three PMs - Employment (Second Quarter After Exit), Employment (Fourth Quarter After Exit), and Median Earnings (Second Quarter After Exit). Staff believe this had much to do with the approach they took to secure the follow-up data needed to calculate these PMs. We dedicated two staff for four weeks to exclusively follow up with students. Previously, this was a collective staff effort, and often, more than one staff person would contact the same student. By dedicating staff, this did not happen. Additionally, updates to LACES made the identification of the cohort easier. LACES also provided better prompts staff needed and the correlating fields in the database in which to enter the information.

As previously explained, our ESL program appears to be an efficient program. Students are retained long enough to make gains in English acquisition. Our attention in this section has focused on our HSE program.

CECD had seven students who completed a High School Credential. These students were not included in the Credential Attainment Rate PM because they were included in the Measured Skill Gain PM, and a participant can only be counted in one PM. However, staff were not satisfied with only seven students completing a High School Credential. We began to explore the population of adult learners who complete 12 or more hours. We studied this data by age, entry-level, and average instructional hours. LACES is a data management system and not a particularly robust data analysis system. Therefore, analyzing that data in time for this report, some data was transformed. As best we could, we were able to estimate the functional entry level from the TABE test for FY22. We used their age at the end of the FY and estimated instructional hours. While the transformations are an estimate, we believe they provide a foundation to explore some possibilities for program improvement; see next page Table 1: *Participation by age, Entry Functional Level, and Average Instructional Hours*.

There were 16 participants who entered the program in levels 4 – 6 and were 16 – 24 years old. In examining test scores only, we believe these participants may be ready for some if not most of the GED® or HiSET® tests. Since these students attended high school most recently, we are wondering if an alternative instructional approach may be warranted. They may want and/or expect a more collaborative and engaging program and be less patient with prolonged program time. These students might also be suitable for an IET.

There were 59 participants who entered the program in levels 2 and 3 and were 16 – 24 years old. They appear to have higher average attendance, as a group, than participants in levels 4, 5, & 6. They may understand they need and therefore have more tolerance for prolonged instructional time.

Because of their age, they still may expect a highly collaborative and engaging program. These students may also be well suited for an IET.

Table 1: *Participation by age, Entry Functional Level, and Average Instructional Hours*

		Age					
		16-18	19-24	25-44	45-54	55-59	60+
Entry Functioning Level on the TABE	ABE L1	31	34	271			
	ABE L2	64	53	130	337	128	
	ABE L3	40	43	144	456	114	
	ABE L4	41	79	66	300		13
	ASE L5	20	20	86			
	ASE L6	16					

ABE is Adult Basic Education; ASE is Adult Secondary Education

There were 15 participants who entered the program in levels 4 and 5 and were 25 – 44 years old. These students appeared to stay for a significant period of time. The question we asked was why they did not complete a High School Credential. In looking only at a test score, they appear to be ready for most if not all the tests and they likely stayed long enough to improve their functioning skill levels.

There were 83 participants who ranged in age from 25 – 59 years old and who averaged more than 130 hours. These students were likely in the program long enough to have gained a functional level.

Currently, students are placed in classes that fit their schedule and are based on their TABE level. Age, previous enrollment, goals, prior testing experience, and placement in an IET tend not to be considered. As we explore staff tasks and responsibilities, we intend to consider assigning enrollment coaches who will help students take into consideration those other factors. As we explore instructor responsibilities, we are also considering varying our instructional approaches. We intend to explore and measure the level of engagement and collaboration within our classes through direct observation and more emphasis on instructional preparation through collaboration among instructors and administrative staff. This could mean hiring lead instructors in the areas of ESL, HSE, and IET. Additionally, it could mean increasing the frequency and intensity of our HSE program.

- Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* If you are a new Director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established Director, describe strategies you intend to use in the coming year to promote continuous improvement.

In the past four or five years, data analysis appeared to be descriptive in nature and focused on federal performance measures. This was driven by aggregated data reports from the LACES data

management system and did not involve exporting analyzing student level data or running any inferential statistical analysis. Analysis and conclusions were presented to staff as rationale for program improvement decisions. There does not appear to be any collaborative meaning-making process. Prior to that, data analysis seemed non-existent and program improvement decisions were driven by the director.

Descriptive statistics describes the data sample and the measurements used. However, description is limited in that it allows us to only make summations about participants and we are therefore unable to generalize the data and find deeper patterns and understanding about our adult learners and their outcomes. Data analysis should begin with the presentation of data without conclusions for shared meaning-making. From this activity, conclusions are formed collaboratively. The lessons learned from that analysis are then collectively transformed into actionable steps towards program improvement.

It appears that no qualitative data was collected or analyzed. Anecdotal data was collected through LACES survey and DACC participant evaluations but no rigorous qualitative data analysis was performed on that data. Using a mixed methods approach to the collection and analysis of data will provide the CECD administrative staff and instructors a broader and deeper understanding of the performance and behaviors of our adult learners. The process to take data analysis from being presented with conclusions to participating in meaning-making and program improvement decision-making takes time. It is dependent upon choosing the data analysis team based on their tolerance for detailed and collaborative work. I anticipate it will take a couple of years to transform the program improvement efforts at CECD into a highly collaborative and meaning-making data informed team.

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. Fill out the chart for common career and training services applicable to AEFLA programs. *For definitions of career and training services, how to calculate these costs, and other guidance, please read the appendix to this report template. Do not fill this out without reading the entire appendix.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs	Total FEDERAL FUNDS Expenditure for This Service, Excluding Administrative Costs, for Program Year 2021-2022
Outreach, intake, and orientation information	Career Service	1,411	No federal funds were used for these services.	
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	1012		
Referrals to and coordination of activities with other programs and services.	Career Service	371		
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	745		
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	745		
Integrated Education and Training (IET) programs	Training Service	14		
Grand Totals:				

- In addition to the New Mexico State Combined Plan (link provided earlier, in Section I), each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards> Aside from the general fact of providing Adult Education services to people with barriers to employment, how is your program specifically working to serve the unique regional needs and priorities identified in the Local Plan?

The Southwestern Area Workforce Development Board has identified eight strategic goals for program years 2020-2023. Several of these goals are directly aligned to the goals of DACC’s adult education programing. The figure below discusses how adult education at DACC aligns to the goals established in the four-year plan.

Strategic Goal Identified in the 4-year Plan	Program Alignment – DACC Centers for Education and Career Development
Goal 1: Establish sector partnerships and career pathways within target industry sectors that support the economic and workforce development of the region by providing individuals with lifelong training opportunities leading to good jobs	Develop IET programs in targeted industries like education to support the workforce development in the region
Goal 5: Build a trained and ready workforce to replace workers who are retiring and leaving the industry	Provide foundational skills training and English language acquisition activities to upskill community members so they may replace workers who are retiring
Goal 7: Strengthen the regional workforce by increasing credential completion rates from post-secondary institutions	Develop IET programs that will allow students to be co-enrolled in post- secondary education and training allowing students to earn credentials concurrently with upskill their foundational skills and English Language facility
Goal 8: Increase the number of co-enrollments among the required partner programs to improve braided funding and efficiencies of the workforce system	Facilitate work group to develop a referral mechanism and trigger an integrated resource team meeting for all WIOA core partners

- Describe specific activities and strategies your organization has implemented to partner with the LWDB(s) and your local One Stop staff / operators, including working to promote co-enrollment and braided funding. What's working well? What are your biggest challenges?

The DACC Centers for Education and Career Development has worked to develop the alignments identified above through collaborative planning with all one-stop partners. There are regular partner meetings convened by the one-stop operator where core partners and other stakeholders in the one stop system discuss future initiatives, process and procedures at the one-stop center, and allow us to build a shared vision for WIOA implementation in the region. One important emerging area for partnership is the promotion of career pathway programs in the region. DACC is working with the Core WIOA partners to develop mechanisms to braid funding to support a

participant's ability to participate in career pathway programs and enhance their contribution to the economic development of the county

4. 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. 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.

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 2021-2022 program year.

1. Briefly report on your program's level of engagement and activities related to the third and final year of the state-sponsored "Career Pathway Initiative." Describe how your program continued to develop its career pathways-oriented service delivery model this year as part of its global continuous improvement efforts. Any significant changes or challenges?

FY 22 was a particularly difficult year in terms of career pathways because the program was involved in a national search for a new director. In FY21, we launched our Atlas Career Pathways class and it was not well received. Therefore, the program spent FY22 overhauling the course. The intention of the course was to provide students an opportunity to participate in career exploration, identify transferable job skills, and create a college and career plan. The career readiness and workforce development division, which houses adult education, purchased SkillsMatch which is an EMSI product intended to help people identify job skills they have and classes they could take if wanted to master discrete skills considered important for the jobs they are hoping to get in the future. We are incorporating this new technology into the program.

We launched the class in July of 2022. New participants (new learners new to our program and returning learners who are outside the 90-day participation window) are expected to complete the class; returning participants are not. The course is scheduled for five sessions this semester. It runs two days a week for two weeks for a total of six hours. We have made some additional modifications to the course in August to include more emphasis on learning skills needed to be successful in our program. For the most part, reception has been positive. Challenges seem to be around class size. We are offering the course online and attendance is 30 participants per class. I would like to see smaller class sizes and an in-person opportunity also. Another unintended consequence is that it has strained the registration process for learners to enroll in class. To mitigate that, we have implemented a management enrollment process. This has large, new groups of students entering the program about every four weeks. We also started an open enrollment lab for learners on a waiting list and we are in the process of hiring more staff to add more classes.

2. To what degree is career planning and advising structurally built into your Adult Education program at this point, for the students who want and need it? Be specific.

Career planning appears to be a weakness of our program; hence the implementation of the Atlas class. We rely heavily on Essential Education and Burlington English and students' initiative for career planning. Instructors are focused on academic skill building. We have been having some discussions with the DACC's Workforce Development Center to explore how we can share resources to leverage their expertise in strengthening our career planning and advising for our adult learners.

3. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:
 - i. A full list of all IET programs offered in the reporting year period.
 - ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

4. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

Section VI. Curriculum and Instruction

1. Please describe your program’s orientation and onboarding process.

For most of the FY, new students completed an intake form online through a LACES integrated portal built and supported by LiteracyPro. Returning students completed an update form entered into LACES by staff. Once the student had a complete or updated record in LACES, staff scheduled an hour orientation. Upon completion of orientation, students were assessed online remotely or in-person for placement in the appropriate course given their skill level and personal learning goals.

2. Describe how your program’s schedule and components promote adequate intensity and frequency of instruction in order to support participants’ achievement of substantial learning gains.

ESL adult learners are offered six hours of instruction/week, meeting 1.5 hours/day, four days/week. HSE students are offered three hours of math and/or English per week, depending on personal learning goals. Each content area meets 2 days/week for 1.5 hours/day. Coursework included both online and in-person asynchronous and synchronous modes, respectively. The curriculum is developed by each instructor following the College and Career Readiness Standards. The curriculum is supported through two learning management systems (LMS): BurlingtonEnglish for ESL and Essential Education for HSE. Students have access to additional assignments within the LMS that focus on building reading, writing, speaking, listening, science, social studies, and math skills. By not restricting learning to face-to-face in-class instruction, the online software provides increased variety, amount, and quality of learning to all students. As indicated previously, students who stay in the program for 40 or 60 hours achieve a level gain.

Integrating BurlingtonEnglish and Essential Education courseware allows for a connected, seamless integration of a technology-rich, teacher-led onsite or online classroom, computer lab, and distance education program. Teachers use the BurlingtonEnglish and Essential Education in a blended curriculum, which provides access to ample projectable in-class lessons and print materials for direct, explicit instruction. Additional printed materials are used at the discretion of the instructor.

Students have access to highly-individualized, differentiated coursework online in a lab, on their smartphone, tablet, laptop, desktop, or Chromebook outside of class (teacher-led onsite or online) to complement and reinforce the work done in class.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

DACC CECD is responsive to the increased use of technology in education and career development. The onboarding process introduces students to technological advances through our online portal and assessments. Staff adhere to policy guidelines mandated by OCTAE, NRS, DRC, and the state for remote testing. Assessments are initiated remotely, requiring students to have reliable internet access and technology, allowing for visual proctoring of the assessment. Staff assess students using the TABE Locator, TABE Class E, and TABE. Proctors must visually validate the assessment process from the beginning to the end. Reliable devices capture the student responses as recorded.

Coursework is offered both in-person and remotely. This is face-to-face synchronous class session and asynchronous class sessions via zoom. All class materials are available online or in-person. Classes use online software and printed material to support and enhance instruction.

The CECD taps into wrap-around student services offered through DACC and local communities. Students with learning disabilities, social/emotional learning difficulties, or personal barriers related to technology, food and/or housing/economic insecurity, transportation, childcare, etc., are referred to appropriate DACC student services programs and community support organizations within their respective communities. Digital literacy, internet safety, and digital citizenship are taught through our online software. Instructors have access to Microsoft Teams for collaboration and are encouraged to use apps such as WhatsApp for communicating with students.

As education and workforce settings continue to become more reliant on technology, adult education must become nimble and responsive to the ways in which these are shifting to remote and digital environments. Texting is becoming the preferred way for adults to communicate socially and professionally. Investing in texting programs for instructors and administrative staff will be a strategic effort that the CECD will explore in the upcoming FY. Investigating how to combine in-person and online classes using technology such as OWL cameras will be important as well. Our adult education program can act as a safety net for adult learners to practice digital skills as they prepare for postsecondary education or the workforce.

4. Describe how your program aligns instruction to the CCRS. Please include information on required curriculum and resources available to support instruction and the implementation of CCRS.

English instruction is offered in leveled classes where students are enrolled based on their NRS level. Reading instruction is guided by the essential components of reading, with instructors designing lessons appropriate to the student's literacy levels. Writing instruction focuses on the relationship between reading and writing; where writing provides the reader with the means for recording, connecting, analyzing, personalizing, and manipulating key ideas from text (Graham & Hebert, 2010). The current textbook adoption for foundational skills in math is the McGraw Hill Common Core Basics and Achieve series which are aligned to the CCR standards. Essential Education, our foundational skills digital curriculum platform, serves to reinforce and add rigor to the concepts being taught in the classroom. Speaking is taught through classroom discussion and students are able to practice using the formal and consultative register and how one might move between registers as needed to respond to a situation (Nordquist, 2020).

Math classes are offered in leveled classes where students are enrolled in classes based on their NRS level. We have two different levels: M090 and M091. In the M090 students receive instruction from arithmetic to algebra. In the M091 the instruction covers from algebra to geometry. Classes meet face to face, in person or at a distance for 3 hours per week with an additional two hours per week of work outside of the classroom in our digital curriculum platform. Instruction focuses on the foundational concepts on which each new concept is built as an extension of the previous concept. The current textbook adoption for foundational skills in math is the McGraw Hill Common Core Basics and Achieve series which are aligned to the CCR standards. Essential Education, our foundational skills digital curriculum platform, serves to reinforce and add rigor to the concepts being taught in the classroom. Essential Education allows student to extend their learning outside the classroom. One important aspect of any high-quality math program is rigorous application of mathematics in real-world contexts. Research shows that realistic mathematics education improves a student's math achievement when compared to traditional math instruction as instruction in context provides meaning to the application of the concepts in mathematics (Laurens, et al. 2018).

English language acquisition classes are offered in leveled classes where students are enrolled in classes based on their NRS level. We have four different levels which students are place in using their NRS level. These leveled classes cover a wide range of ability levels to meet the needs of the community. We provide instruction from the most basic introduction to English all through support for college level writing skills. Classes meet face to face, in person or at a distance for six hours per week with an additional four hours per week of work outside of the classroom in our digital

curriculum platform. Instruction focuses on the foundational concepts on which each new concept is built as an extension of the previous concept. The current textbook adoption for English Language Acquisition is the Cambridge University Press Ventures series which are aligned to the CCR standards.

BurlingtonEnglish, our ESL digital curriculum platform, serves to reinforce and add rigor to the concepts being taught in the classroom. Face to face instruction at DACC and BurlingtonEnglish was designed to address the three instructional shifts outlined in the Common Core State Standards in Literacy: building knowledge through content rich nonfiction, evidence-based reading, writing, and speaking, and regular practice with complex texts and their vocabulary (Coleman, D., Pimental, S. & Zimba, J. (2018).

5. How do you incorporate the essential components of reading instruction into your program?

Burlington English and Essential Education are the two online LMS that CECD uses for instruction. Both enhance the reading instruction conducted by our teachers.

Vocabulary Acquisition:

- **Vocabulary lists** with oral practice/ repetition and sentence formation with new words. Learners hear how words are pronounced and practice recording new vocabulary.
- **Use vocabulary** in various dialogues or speaking activities.
- **Read.** The readers (Novels) in BurlingtonEnglish are also a great way for adult learners to improve their reading skills, increase fluency and vocabulary.

Comprehension

- **Monitoring.** Adult learners are encouraged to monitor their own comprehension.
- **Thinking.** Adult learners are encouraged to think about their understanding through critical reflection and adjusting their reading speed based on the complexity of the material.
- **Organizing.** Adult learners are encouraged to use graphic organizers to map out concepts and relationships from the material.
- **Posing and answering questions.** Adult learners are encouraged to stop and ask themselves questions about the material. Participants also answer questions associated with the material. Questions help give purpose, focus attention, think about what they are reading, review content, and relate what they are reading to prior knowledge.
- **Recognize story structure.** Adult learners study how to identify the categories of content through literary devices – characters, setting, events, problem, resolution.
- **Summarizing.** Adult learners are encouraged to determine what is important in the material they are reading and to restate it in their own words.

Reading Fluency

- **Listening.** Adult learners record what they are reading in their own voice to evaluate expression, sound-letter combinations, and/or words that may be difficult.
- **Following.** Adult learners can use a ruler or other means to follow along what they are reading. Decoding is easier if learners don't lose their place as they move across the page.
- **Repeat.** Reading the same thing over and over again helps learners read faster because students are exposed to words and phrases multiple times.
- **Variety.** Learners are offered many different types of reading material. Relevant and interesting materials helps motivate learners to read.

Alphabets

Most adult learners know the alphabet and have some experience with phonemes and phonological awareness. More diagnostics are needed to uncover what familiarity these adults

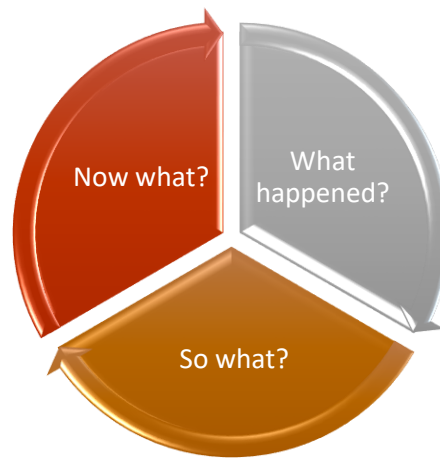
have with letter sounds and letter combination sounds. Sometimes adult emerging readers may not hear the subtle different between letters, for example, j and g, c and s. Phonics is taught so that adult emerging readers can learn how to decode words and to do that quickly when reading.

Additionally, the CECD trained one staff member and two instructors in the STAR program. STAR is a reform initiative that uses evidence-based techniques in instruction to improve reading skills for intermediate readers (native and non-native English speakers). We piloted the program with two classes this summer – remotely and in-person. Instructors felt the remote experience was challenging. Students are grouped together based on similar skill development and managing that remotely was difficult. We are currently in discussions to determine how this initiative will be carried forward.

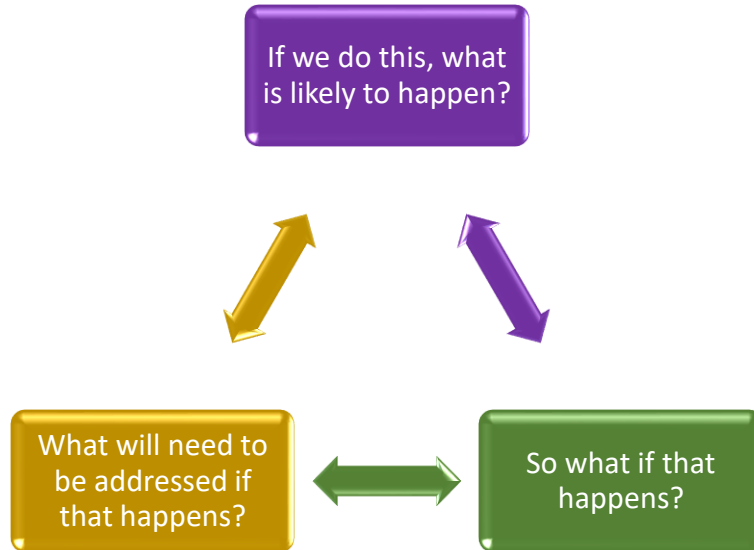
- 6. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.

Adults come to educational settings rich in experience, clear purpose, and specific goals. A successful program privileges those needs over instructor-controlled academic content; it is an environment in which new knowledge is discovered through a mutual and shared experience. Learning becomes a constructed or generative process that is meaningful to the adult learner; new knowledge is integrated or synthesized with prior knowledge to construct new meanings. It is a shift from passively receiving to actively seeking. Learner-centered programming is the foundation of my theoretical framework. Added to that is using evidenced-based practices and critical reflection. My practice has been influenced by Paulo Freire, Jane Vella, Jack Mezirow, bell hooks, and Stephen Brookfield, to name a few.

My leadership practice is rooted in predictive project management and consensus building. Predictive project management is grounded in continuous program improvement. In simple terms, continuous program improvement follows a path of asking three questions:



Predictable management alters those questions just a bit:



As the collaborative process unfolds, different scenarios are brainstormed to anticipate the intended and unintended consequences of different actions. Spending time before processes are implemented to explore those possibilities cuts down the time spent later in a reactive mode; more time and resources can be spent on serving adult learners. It means we are equally focused on why something is an issue as we are on what can be done to fix it.

Consensus leadership involves staff in the exploration of issues and the resolution of them. It is time-consuming and requires staff to listen – seek to understand before trying to be understood. It also requires good speaking habits – making concise statements and knowing when not to speak. Exploring and reflecting can sometimes feel like a waste of time, and so leadership balances that with the benefit of everyone agreeing. In consensus building, living with a solution is different from agreeing with it. I have found *Liberating Structures* by Henri Lipmanowicz and Keith McCandless most helpful in managing with a consensus orientation.

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

For this section, if the 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:

531

- 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.

All IET programs are open to students served in ESL and ABE classes. Those classes funded through IELCE section 243 funds also evaluate the goals and objectives of our IET programs to develop modified class objectives which create a set of common goals between the IELCE class and IET programs. This is relatively easy as we offer few IET programs but will need to become more systematic as we grow our IET programs.

- 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 IELCE program at DACC is really targeted in preparing students to enter into unsubsidized employment but we rely on our partners in the their WIOA core programs to facilitate placement in employment. CECD has strong relationships with the core partners in the southwestern workforce region and is developing a robust referral and case management system to support co-enrollments for students across all partners. CECD has a strong working relationship with our parent organization to allow us to develop IET programs and aligned curricular goals to meet the standards required under IELCE.

- 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 WIOA section 243(c)(2), and discuss any performance results, challenges, and lessons learned from implementing those program goals.

DACC has developed IELCE programming that meets all program components under sec. 243 of WIOA, through our comprehensive ESL program, which provides services to students from all ESL NRS levels. The program has aligned course goals and daily learning objectives to include contextualized instruction to a specific industry in the linked IELCE IET programs. CECD is in the process of creating a partnership with the career services department at DACC to help guide students through the process of foreign credential evaluation and allow students with credentials from their native country to transfer their skills to the job market in Southern New Mexico. The program will offer workshops that incorporate practice interviews and study support to help students prepare for the requirements to apply for citizenship. DACC also has a scholarship program to assist students with the costs associated with applying for citizenship. This scholarship is funded through a corporate sponsor and individual donations.

Students receive literacy, ELA, civics education, workforce training, and workforce preparation activities as described below:

English as a Second Language Program – This is a comprehensive program that provides instruction in the four domains of language acquisition: Reading, Writing, Listening, and Speaking. Classes meet six hours face to face, in person, or at a distance, per week with an additional expectation of four hours of instruction through BurlingtonEnglish, our digital curriculum program for ESL support.

BurlingtonEnglish’s integration of workplace readiness skills meets the most critical needs of the typical ELL student. All ESL courses include instruction in civics and the responsibilities of citizenship to meet IELCE funding requirements. To meet civics and citizenship learning objectives, the program uses resources and guidance provided by U.S. Citizenship and Immigration Services.

IET Programs – CECD will partner with DACC to develop a series of industry-specific Language Academies that will combine workforce preparation, workforce training, and adult education targeted to specific industries and funded using IELCE funds. Our intent is to pilot these academies with the Early Childhood Education, Advanced Technologies, Workforce Development Center, and First Responder departments.

5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

The challenge we face for IETs is ensuring CECD instructors are fully integrating support instruction with content specialists. Our instructors tend to be focused on Measurable Skill Gains and achieving functional level gains. We will need professional development to understand how the outcomes for IET classes may be different. I also would like to see more training for myself and other administrative staff to understand how to evaluate the integration of curriculum and instruction in order to maximize our support for adult learners and their instructors.

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

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

(If your program did not provide these types of services in 2021-2022, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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 2021-2022. Please fill out all of the information requested.

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Aguayo	Norma	ESL		PT	BA	7	Building Strong Communication with Students	4/15/2022	BE - online
Aguayo	Norma	ESL		PT	BA	7	NMAEA Conference	5/25/2022	Albuquerque, NM
Alvidrez	Guillermina	Teacher Intermediate		FT	MA	19	DACC Convocation	10-Sep	Virtual
Alvidrez	Guillermina	Teacher Intermediate		FT	MA	19	Institutional Leadership	12/2/2021	Virtual
Alvidrez	Guillermina	Teacher Intermediate		FT	MA	19	DACC Works	3/25/2022	Virtual
Alvidrez	Guillermina	Teacher Intermediate		FT	MA	19	NEDP	5/4/2022	Virtual
Alvidrez	Guillermina	Teacher Intermediate		FT	MA	19	NMAEA Conference	5/26/2022	Albuquerque NM
Andow	Graciela	Instructor		PT	MA	7	Teaching an Extraordinary 1st Day/Tara Gray	8/10/2022	virtual

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Andow	Graciela	Instructor		PT	MA	7	Teaching w/career & Soft Skills/BE/Kpothour	6/21/2022	zoom
Andow	Graciela	Instructor		PT	MA	7	Become a Critically Reflective Teacher/Tgray/Dr.Brookfield 6-8	6/8/2022	zoom/Dr Brookfield
Andow	Graciela	Instructor		PT	MA	7	BESstaff Development/Kori Pothour	6/3/2022	zoom id 85039583053
Andow	Graciela	Instructor		PT	MA	7	Attended other meetings & submitted info to BR		
Burns	Jo Ann	Instructor		PT	MA		NMEPA	3/20222	online
Burns	Jo Ann	Instructor		PT	MA		Burlington Engliah	1/14/2022	online
Burns	Jo Ann	Instructor		PT	MA		Burlington English	6/722	online
Burns	Jo Ann	Instructor		PT	MA		New Teaher Seminar	2/16/2021	online
Burns	Jo Ann	Instructor		PT	MA		NMEPA	12/10/2021	online
Dueñas	Carlota	Educational Facilitator		FT	BA	13	DACC Fall 2021 Convocation	9/10/2021	Webinar
Dueñas	Carlota	Educational Facilitator		FT	BA	13	Instructional Leadership Group	12/2/2021	Zoom
Dueñas	Carlota	Educational Facilitator		FT	BA	13	Instructional Leadership Group	12/8/2021	Zoom

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Dueñas	Carlota	Educational Facilitator		FT	BA	13	Student Portal Training	2/3/2022	Zoom
Dueñas	Carlota	Educational Facilitator		FT	BA	13	Spring 2022 Convocation	2/4/2022	Zoom
Dueñas	Carlota	Educational Facilitator		FT	BA	13	Interviewing & Hiring	5/17/2022	Zoom
Dueñas	Carlota	Educational Facilitator		FT	BA	13	A Guide to Distance Education	6/1/2022	Webinar
Escarsega	Julia	Instructor		PT	MA	4	Burlington English Seminar	8/20/2022	DACC
Escarsega	Julia	Instructor		PT	MA	4	TSTM	3/22/2022	UNM
Escarsega	Julia	Instructor		PT	MA	4	NASW New Mexico	7/1/2022	NM
Escarsega	Julia	Instructor		PT	MA	4	BE	4/27/2022	
Flores	Maritza	Program Coordinator		FT	AA	5	Annual Strategic & Essential Training	1/22/2022	Online
Flores	Maritza	Program Coordinator		FT	AA	5	DACC Works 2022	3/28/2022	Online
Flores	Maritza	Program Coordinator		FT	AA	5	DACC Conference	3/25/2022	Online
Flores	Maritza	Program Coordinator		FT	AA	5	National External Diploma Program Webinar	5/4/2022	Online

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Freeman	Elizabeth M.	Instructor		PT	MA	6	Advanced Teaching Online	7/1/21	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Time Management	9/24/21	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Hybrid-Crash Course	10/18/21	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Curriculum Bldg-COVID	12/2/21	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Home pages with Design PLUS	12/10/21	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Date Privacy	2/1/22	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Hazardous Waste	2/1/22	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Limiting Liability	2/1/22	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Title IX	2/1/22	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	DACC Works	3/28/22	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	COABE Conference	4/11/22	Online

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Freeman	Elizabeth M.	Instructor		PT	MA	6	COABE Conference	4/12/22	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	COABE Conference	4/13/22	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Creating Presence Online	4/22/22	Online
Freeman	Elizabeth M.	Instructor		PT	MA	6	Making Haves out of Have Nots	6/20/22	Online
Galvan	Alejandro	Instructor		PT	MA	1	N/A		
Gonzales	Arianna	HSE INSTRUCTOR		PT	MA	11	N/A		
Guerrero	Geraldo	Instructor		PT	BA	26	Contextualized Teaching and Learning for Integrated Education and Training	5/23/2022	Online
Guerrero	Geraldo	Instructor		PT	BA	26	Teaching with Webb's Depth of Knowledge in Mind for HSE Test Success	6/3/2022	Online
Hernandez	Denisse	Admin Assistant		FT	AA	4	Laces Data Monthly training	1/12-6/8/22	Online
Hernandez	Denisse	Admin Assistant		FT	AA	4	Laces Portable intake training	2/3/2022	Online
Hernandez	Denisse	Admin Assistant		FT	AA	4	DACC Works Conference	3/25/2022	Online

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Hernandez	Dora	Admin Assistant		PT	AA		DACC Workforce Online Conference	3/25/2022	Online
Hernandez	Dora	Admin Assistant		PT	AA		NM Adult Educator Pre-Conference on Serving All Learners: Advancing Equity in Adult Education Programs.		
Hijar-Rivera	Humberto	Instructor		PT	PhD	4	NMAEA Conference	May 26 &27	Albuquerque, NM
Kolita	Anjula	Instructor GED/HSE		PT	MA	4	EE Webinar	8/17/2021	Online
Kolita	Anjula	Instructor GED/HSE		PT	MA	5	EE Webinar	10/5/2021	Online
Kolita	Anjula	Instructor GED/HSE		PT	MA	6	EE Webinar	4/19/2022	Online
Kolita	Anjula	Instructor GED/HSE		PT	MA	7	COABE Webinar	5/23/2022	Online
Kolita	Anjula	Instructor GED/HSE		PT	MA	8	COABE Webinar	6/3/2022	Online
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	Creating A Mindset Of Wellness	11/22/2021	Online
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	DACC Works	3/28/2022	Online

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	Data Privacy	2/1/2022	Online
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	Embracing Change	11/22/2021	Online
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	Hazardous Waste Management Awareness	2/1/2022	Online
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	Limiting Liability in 2022	2/1/2022	Online
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	Telework For Employees	11/22/2021	Online
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	Stress Management	11/22/2021	Online
Lara	Elizabeth	Administrative Assistant/Instructor		PT	BA	3	Title IX	2/1/2022	Online
Martinez	Bonnie	Program Coord		FT	BA	12	STAR Traininng	Aug. 21-June 22	Virtual
Martinez	Bonnie	Program Coord		FT	BA	12	DACC Fall Convocation	10-Sep-21	Virtual
Martinez	Bonnie	Program Coord		FT	BA	12	Instructional Leadership Group	2-Dec-22	Virtual
Martinez	Bonnie	Program Coord		FT	BA	12	DACC Works	25-Mar-22	Virtual
Martinez	Bonnie	Program Coord		FT	BA	12	National External Diploma Program	4-May-22	Virtual

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Martinez	Bonnie	Program Coord		FT	BA	12	Serving Adult Learners with Disabilities	25-May-22	Virtual
Rivera	Ernie	ESL Instructor		PT	BA	8	STAR Student Achievement in Reading	Jan 2022-Jun 2022	Online Zoom and in class
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	NMAEA Conference	5/25/2022	Albuquerque
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	MPAEA-AALL	4/28/2022	Hybrid-Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	COABE Conference	4/10/2022	Hybrid-Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	DACC Works	3/25/2022	Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	Pathways to Success	2/18/2022	Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	NM CPI New Program/New Leader	Oct-21	Online

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	DACC Fall 2021 Convocation	9/10/2021	Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	LACES IET Webinar	9/27/2021	Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	PD Policy Workgroup	11/15/2021	Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	DACC Spring 2022 Convocation	2/4/2022	Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	Unintended Consequences of U.S. Border and Immigration Policies	2/23/2022	Online
Robinson	Barbara	Program Coord/Data Mgr		FT	Some Post-Secondary Education	22	How School Zones Perpetuate Segregation	3/31/2022	Online
Rodriguez	Annette	Admin. Assistant-Data		FT	AA	8	Student Portal Training	2/3/2022	Zoom
Rodriguez	Annette	Admin. Assistant-Data		FT	AA	8	Laces Refresher Webinar	9/29/2021	Zoom
Smack	Soad	ESL		PT	MA	13	Student Achievement in Reading (STAR)	August 2021- June 2022	Online/Zoom and in class

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Smack	Soad	ESL		PT	MA	13	Burlington English training Session	10-Sep-21	
Smack	Soad	ESL		PT	MA	13	Burlington English Training Session	15-Jan-22	
Soto	Sandra	ESL		PT	MA	3	Burlington English	Sep-21	Online
Terrezas	Eduardo	Instructor		PT	BA	31	N/A		
Thayne-Perez	Norma	ESL		PT	MA	17.5	Jump-Start an Extraordinary Course -NMSU	8/17/2021	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Overview and Updates - Burlington English	9/10/2021	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Write Lessons - Burlington English	10/29/2021	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Increasing Interaction w Zoom NMSU Workshop - NMSU	1/7/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Training from the Back of the Room	1-7-22 TO 1-19-22	Zoom NMEDLT
Thayne-Perez	Norma	ESL		PT	MA	17.5	Virtual Class Scheduler & Refresher Training- Burlington English	1/15/2022	Zoom

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Thayne-Perez	Norma	ESL		PT	MA	17.5	Annual Strategic & Essential Training (SET) Certification-NMSU	1/18/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Grammar Section - Burlington English	3/18/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	DACC Works 2022	3/25/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	DACC Building Skills & Growing Together	3/25/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Contextualizing Lesson Plans that Align to English Language Learners' (ELLs) Goals	5/9/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Teacher Orientation Meeting DACC With Bonnie Martinez	5/24/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Distance Education Guide from Essential Education!	6/2/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Utilizing English in America - Burlington English	6/3/2022	Zoom
Thayne-Perez	Norma	ESL		PT	MA	17.5	Becoming a Critically Reflective Teacher- NMSU	6/8/2022	Zoom

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Trejo	Hector	Instructor		PT	BA	21	Burlington English Overview and Updates	9/10/2021	Online
Trejo	Hector	Instructor		PT	BA	21	Burlington English 101	12/3/2021	Online
Trejo	Hector	Instructor		PT	BA	21	DACC WORKS	3/25/2022	Online
Trejo	Hector	Instructor		PT	BA	21	Lunch & Learning: Build Strong Communication with Students	4/29/2022	Online
Trejo	Hector	Instructor		PT	BA	21	Lunch & Learning: Summer Switch Up with English in America	6/3/2022	Online
Trejo	Hector	Instructor		PT	BA	21	Teaching an Extraordinary First Day	8/10/2022	Online
Trejo	Hector	Instructor		PT	BA	21	Lunch & Learning: Build Strong Communication with Students	8/29/2022	Online
Trejo	Hector	Instructor		PT	BA	21	Meet New Director Patricia Brainard / Burlington English Training	8/20/2022	Espina Campus / Alex Sanchaz Hall
Trujillo	Maribel	HSE Instructor		PT	MA	7	Relevance and Helping Students find their Way with Amen Rahh Akbar Cook	March 24, 2022W	Webinar

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Trujillo	Maribel	HSE Instructor		PT	MA	7	Burlington English Robert Brietbard WIOA	30-Mar-22	Webinar
Trujillo	Maribel	HSE Instructor		PT	MA	7	Writer's Workshop Dr. Carmine Stewart	April 10, 2022	Webinar
Trujillo	Maribel	HSE Instructor		PT	MA	7	Time Management Workshop Jagan Butler	April 19, 2022	Webinar
Valenzuela	Aurora			FT			DACC-Convocation Online 9 AM-1 PM	9/10/2021	Online
Valenzuela	Aurora			FT			LACES- training	9/29/2021	Online
Valenzuela	Aurora			FT			LACES-Student Prospective-portal training	2/3/2022	online
Valenzuela	Aurora			FT			NM-Monthly Data training (LACES)	1/12/2022	Online
Valenzuela	Aurora			FT			NM-Monthly Data training (LACES)	2/9/2022	Online
Valenzuela	Aurora			FT			NM-Monthly Data training (LACES)	3/9/2022	Online
Valenzuela	Aurora			FT			NM-Monthly Data training (LACES)	4/13/2022	Online
Valenzuela	Aurora			FT			NM-Monthly Data training (LACES)	5/11/2022	Online

Adult Education Local Program Annual Report

2021-2022

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development attended	Date	Location
Valenzuela	Aurora			FT			NM-Monthly Data training (LACES)	6/8/2022	Online
Valenzuela	Aurora			FT			DACC-Work Online Conference	3/25/2022	online
Valenzuela	Aurora			FT			Serving All Learners: Advancing Equity in Adult Education Programs	5/25/2022	online
Ward Kennon	Nicole	HSE Instructor		PT	BA	3	N/A		
Williams	John	HSE Instructor		PT	BA	13	N/A		

X. Fiscal Survey

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

1. Please provide the total amount from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs.

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well.

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

4. Please indicate FY 2021-2022 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total

5. Please indicate FY 2021-2022 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total

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

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

8. 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
21,747	\$5.75	\$125,045

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2021-2022.

Source	Amount
DACC I & G Funding	\$58,571
Kellogg Family Foundation (this is the total allocation over a four-year period starting FY19)	\$864,853

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year.

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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, 2022.

Appendix A
Integrated Education Training programs

IET Course

Digital Foundations

Required Components

English Language Acquisition

Online/remote learning
Burlington English software for English acquisition

In-person instruction:

- Vocabulary building
- Listening and speaking
- Reading and writing
- Problem solving
- Employability skills such as interviewing, email, customer service

Workforce preparation activities

Northstar Digital Literacy software

Online assessment

Certificates and digital badges

Remote teaching guides

Activities and exercises for:

- Basic computer skills
- Internet
- Windows OS
- Mac OS
- Social media
- Microsoft Word, Excel, and PowerPoint
- Information literacy
- Career search skills

**Appendix B
NRS Tables**

Student:

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

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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	3	6	0	0	1	0	0	0	10
ABE Level 2	1	1	0	0	2	2	21	50	0	0	3	4	0	0	84
ABE Level 3	1	2	0	0	0	1	20	34	0	0	4	6	0	0	68
ABE Level 4	1	1	0	0	0	0	3	14	0	0	3	2	0	1	25
ABE Level 5	0	0	0	0	0	0	3	3	0	0	0	0	0	0	6
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	6	3	0	0	36	117	0	0	0	5	0	0	167
ESL Level 2	0	0	0	2	0	0	12	104	0	0	1	1	0	1	121
ESL Level 3	0	0	0	3	0	0	25	101	0	0	0	1	0	0	130
ESL Level 4	0	0	0	3	0	1	11	56	0	0	1	2	0	0	74
ESL Level 5	0	0	1	5	0	0	9	25	0	0	0	0	0	0	40
ESL Level 6	0	0	1	0	0	0	3	15	0	0	0	1	0	0	20
Total	3	4	8	16	2	4	146	525	0	0	13	22	0	2	745

*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.

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

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	1	0	0	1	1	21	29	0	0	6	2	0	1	63
19-24	1	0	0	2	0	0	22	52	0	0	2	2	0	0	81
25-44	1	3	7	11	1	2	66	255	0	0	3	13	0	1	363
45-54	0	0	0	1	0	1	22	131	0	0	2	4	0	0	161
55-59	0	0	1	2	0	0	7	32	0	0	0	0	0	0	42
60+	0	0	0	0	0	0	8	26	0	0	0	1	0	0	35
Total	3	4	8	16	2	4	146	525	0	0	13	22	0	2	745

*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

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

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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**	42	41	86	10	4	0	183
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	5	0	1	0	0	6
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	1	2	15	5	1	1	25
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	20	33	262	145	37	34	531
Integrated Education and Training Program	0	0	4	5	1	4	14
Total	63	81	363	161	42	35	745

*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.

NRS Table 4

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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*	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 Participants Achieved at Least One 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*	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	10	0	546.25	2	0	0	5	3	20	10	2	0	0	20

ABE Level 2	84	0	4398.49	15	1	0	45	23	19.05	84	15	1	0	19.05
ABE Level 3	68	0	2774	10	4	0	36	18	20.59	68	10	4	0	20.59
ABE Level 4	25	0	1132.75	1	2	0	14	8	12	26	1	2	0	11.54
ABE Level 5	6	0	395.5	1	0	0	3	2	16.67	6	1	0	0	16.67
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	193	0	9246.99	29	7	0	103	54	18.65	194	29	7	0	18.56
ESL Level 1	167	0	13638.44	72	0	0	75	20	43.11	168	72	0	0	42.86
ESL Level 2	121	0	9701.61	57	0	0	56	8	47.11	128	57	0	0	44.53
ESL Level 3	130	0	10159.65	58	0	0	58	14	44.62	132	59	0	0	44.7
ESL Level 4	74	0	5346.5	22	0	0	37	15	29.73	76	23	0	0	30.26
ESL Level 5	40	0	3006	9	0	0	19	12	22.5	40	9	0	0	22.5
ESL Level 6	20	0	1624.75	6	0	0	8	6	30	20	6	0	0	30
ESL Total	552	0	43476.95	224	0	0	253	75	40.58	564	226	0	0	40.07
Grand Total	745	0	52723.94	253	7	0	356	129	34.9	758	255	7	0	34.56

- 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.

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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	2	0	0	2	100	0	0	0	0
ABE Level 2	16	7	43.75	13	81.25	0	0	0	0
ABE Level 3	10	8	80	6	60	0	0	0	0
ABE Level 4	1	0	0	0	0	0	0	1	100
ABE Level 5	1	0	0	1	100	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	30	15	50	22	73.33	0	0	1	3.33
ESL Level 1	72	72	100	0	0	0	0	0	0
ESL Level 2	57	57	100	0	0	0	0	0	0
ESL Level 3	58	58	100	0	0	0	0	0	0
ESL Level 4	22	22	100	0	0	0	0	0	0
ESL Level 5	9	9	100	0	0	0	0	0	0
ESL Level 6	6	6	100	0	0	0	0	0	0
ESL Total	224	224	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 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)
Grand Total	254	239	94.09	22	8.66	0	0	1	0.39

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

NRS Table 4B

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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	5	427	2	2	1	40
ABE Level 2	26	2670.99	16	4	6	61.54
ABE Level 3	18	1436.75	10	4	4	55.56
ABE Level 4	8	692	0	3	5	0
ABE Level 5	2	246.75	1	0	1	50
ABE Total	59	5473.49	29	13	17	49.15
ESL Level 1	82	10695.44	72	4	6	87.8
ESL Level 2	69	7930.27	57	10	2	82.61
ESL Level 3	65	7971.9	58	2	5	89.23
ESL Level 4	27	3590.25	22	1	4	81.48
ESL Level 5	17	2077.75	9	2	6	52.94
ESL Level 6	11	1365.5	6	0	5	54.55
ESL Total	271	33631.11	224	19	28	82.66
Total	330	39104.6	253	32	45	76.67

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

- Column B is the number of participants who have received a pretest and posttest.
- 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.

NRS Table 4C

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation										All Periods of Participation				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma*	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 Participants Achieved at Least One 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*	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	6	0	244.75	1	0	0	2	3	16.67	6	1	0	0	16.67

ABE Level 2	61	0	3346.24	12	0	0	29	20	19.67	61	12	0	0	19.67
ABE Level 3	51	0	2151.5	9	2	0	26	14	21.57	51	9	2	0	21.57
ABE Level 4	22	0	1017.5	1	2	0	12	7	13.64	23	1	2	0	13.04
ABE Level 5	5	0	356	1	0	0	3	1	20	5	1	0	0	20
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	145	0	7115.99	24	4	0	72	45	19.31	146	24	4	0	19.18
ESL Level 1	104	0	9430.94	51	0	0	40	13	49.04	105	51	0	0	48.57
ESL Level 2	86	0	7638.01	44	0	0	36	6	51.16	88	44	0	0	50
ESL Level 3	110	0	8838.4	51	0	0	47	12	46.36	112	52	0	0	46.43
ESL Level 4	63	0	4860.25	20	0	0	29	14	31.75	65	21	0	0	32.31
ESL Level 5	34	0	2702.75	9	0	0	14	11	26.47	34	9	0	0	26.47
ESL Level 6	19	0	1580.25	6	0	0	7	6	31.58	19	6	0	0	31.58
ESL Total	416	0	35050.6	181	0	0	173	62	43.51	423	183	0	0	43.26
Grand Total	561	0	42166.59	205	4	0	245	107	37.25	569	207	4	0	37.08

- 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.

NRS Table 5

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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 *	57	17	29.82	57	17	29.82
Employment Fourth Quarter after exit *	87	24	27.59	87	24	27.59
Median Earnings Second Quarter after exit **	17	4355		17	4355	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

NRS Table 5A

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	57	17	29.82	57	17	29.82
Employment Fourth Quarter after exit	21	6	28.57	21	6	28.57
Median Earnings Second Quarter after exit	17	4355		17	4355	
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.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

Participant Status on Entry into the Program (A)	Number (B)	
Employed	312	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	261	
Not in the Labor Force	172	
TOTAL	745	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	4
Grades 1-5	1	10
Grades 6-8	27	55
Grades 9-12 (no diploma)	160	119
Secondary School Diploma or alternate credential	39	77
Secondary School Equivalent	24	15
Some Postsecondary education, no degree	9	38
Postsecondary or professional degree	10	153
Unknown	3	1
TOTAL (both US Based and Non-US Based)	745	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	

Participant Status on Entry into the Program (A)	Number (B)
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.

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

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting System:

 ▼

Agency:

NMSU-Dona Ana Branch

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	531	223	42	543	225	41.44
Employment Second Quarter after exit	3	0	0	3	0	0
Employment Fourth Quarter after exit	28	5	17.86	28	5	17.86
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome			
Achieved Citizenship Skills	0	0	0			

Voted or Registered to Vote	0	0	0	
Increased Involvement in Community Activities	0	0	0	

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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

Instructions for Completing Table 10

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

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

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

NRS Table 11

Select Reporting System:

NRS FY 21-22 ▼

Agency:

NMSU-Dona Ana Branch

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	14	9	64.29	15	9	60
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	14	0	0	15	0	0
MSG via Secondary or Postsecondary Transcript	14	0	0	15	0	0
MSG via Progress Toward Milestones	14	0	0	15	0	0
MSG via Passing Technical/ Occupational Skills Exam	14	0	0	15	0	0
Employment Second Quarter after exit	0	0	0	0	0	0

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Employment Fourth Quarter after exit	2	1	50	2	1	50
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

Agency: NMSU-Dona Ana Branch

Enter the number of each type of grantee (see attached definitions) directly funded by the State and the amount of Federal and State funding they receive.

Provider Agency * (A)	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub-Recipients (D)	WIOA Funding		State Funding	
				Total (E)	% of Total (F)	Total (G)	% of Total (H)
Local Educational Agencies							
Public or Private Nonprofit Agency							
Community-based Organizations							
Faith-based Organizations							
Libraries							
Institutions of Higher Education							
Community, Junior or Technical Colleges							
Four-year Colleges or Universities							
Other Institutions							
Other Agencies							
Correctional Institutions							
Other Institutions (non-correctional)							
All Other Agencies							
Other							
Fillable field							
Total							

Instructions for Completing Table 14

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

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.
- In Column (D), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).
- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)
- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.
- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G)

*** Provider Agency Descriptions for Table 14**

Local Educational Agencies are public boards of education or other public authorities legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are public or private non-profit institutions of higher education that primarily offer baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions are prisons, jails, reformatories, work farms, detention centers, or halfway houses, community-based rehabilitation centers, or any other similar institutions designed for the confinement or rehabilitation of criminal offenders.

Other Institutions (Non-Correctional) are any medical or special institutions not designed for criminal offenders.

All Other Agencies include other public (Federal, State, local) agencies not listed in the categories above (e.g. Public Housing Authority).

Other **categories of grantees (e.g. nonprofit institution not described above, partnership between an employer and any entity above, etc.)**.

Appendix C
MOU
Workforce Connections

AUTHORITY AND COUNTERPART SIGNATURE PAGE
for
Memorandum of Understanding
Between
Southwestern Area Workforce Development Board
And
American Job Center Partners

By signing my name below, I, Dr. Monica Torres, certify that I have read the information and understand the terms contained in the Memorandum of Understanding (MOU) on behalf of my entity, Doña Ana Community College.

I also certify that I have the legal authority to bind my agency (outlined below) to the terms of MOU; and understand that the current Resource Sharing Agreement (RSA) will remain in effect until the Infrastructure Funding Agreement (IFA) negotiations with each required WIOA partner are complete.

I understand that this MOU may be executed in counterparts, each being considered an original, and that this MOU expires either by providing written notice by any party to the MOU or on June 30, 2024.

 10/3/2022
Signature Date

Dr. Monica Torres - President
Printed Name and Title

Doña Ana Community College
Agency Name

Patricia (Tricia) Brainard pbrainard@dacc.nmsu.edu 575-527-7741
Agency Contact Information

Southwestern Area Workforce Development Area
PO Box 1072, Elephant Butte, NM 87935 | www.employnm.com | (575) 744-4857

WIOA Title I-financially assisted programs and activities are an Equal Opportunity Employer/Program. Auxiliary aids and services are available upon request to individuals with disabilities. Relay New Mexico: 711 (Voice) or 1-800-659-8331 (TTY).
FUNDED BY THE U.S. DEPARTMENT OF LABOR.