

Annual Program Report

Cover Page

Program Name:	Adult Learning Center	
Institution or Organization:	Diné College	
Address:	1228 Yucca Street	
City:	Shiprock	
County:	San Juan	
Zip:	87420	
Main Phone:	(505) 365-3563	
Website:	www.dinecollege.edu	
Social Media:	https://www.facebook.com/DCadultEd https://www.instagram.com/dcae_program/	
Workforce Region(s) Served:	Northern	
New Mexico Counties Served:	San Juan, McKinley	
Submission Date:	September 01, 2022	
Program Director, Manager, or Coordinator Name and Title:	Thomas Bennett Associate Director, Student Services	
Contact Information:	Phone(s):	(505) 368-3629
	Email:	tbennett@dinecollege.edu
Alternate Contact Name and Title:	Tomasina Begay Program Coordinator	
Contact Information:	Phone(s):	(505) 368-3563
	Email:	tobegay@dinecollege.edu


 Signature of the Chief Executive Officer or Designee

8/29/22
 DATE

Typed Name and Title: Charles M. Roessel, President Diné College

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.

The following relates specifically to activities of the Diné College, Shiprock, NM Campus Adult Education Department with oversight and funding provided by NMHED, FY 21-22:

- AEFLA allowable services provided under WIOA, Title II addressed the academic needs of student participants who placed in National Reporting Service (NRS) categories levels 1 through 6, Literacy, Pre-HSE and HSE. Activities included in obtaining NRS performance level gains included: Adult Education lessons for students as assessed below post-secondary level in literacy - the ability to read, write and speak English as well as perform in a manner working toward successful attainment of a High School Equivalency credential - mathematics, critical thinking and transferable skills reading in subject content areas and transition to post-secondary coursework, vocational training or obtain employment.
- Workforce preparation was incorporated in lessons and activities as part of providing a career pathways culture.
- The student population served, as typical due to location, was over 95% enrolled members of the Navajo Nation, northwest New Mexico, San Juan and McKinley Counties. Enrolled students report 85% unemployment and annual income under \$15k with poverty being the primary barrier.

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.

There were no significant changes in staffing, programming, target populations or goals since the last report.

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?
 - Onboarding – in-person and online intake include registration, assessment and orientation originating from the Shiprock Campus office was made available.
 - Instruction, including in-person, long distance and hybrid is again available.
 - HSE/Hi-SET – two test centers sponsored by our Student Services Department are planned to reopen FY 22-23.
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.

At this time there are no plans for formal partnerships (MOU's) between Diné College Board of Regents and agencies. Informal collaborations with other partnering agencies include: Navajo Nation Social Service agencies, BIE (FACE) programs, First Born and Johns Hopkins health related agencies, Goodwill Training Programs, various businesses through our new Instructor/Success Coach position.

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%	56.9%
Credential Attainment Rate	20.4%	0 out of 0
Employment (Second Quarter After Exit)	25%	26.92%
Employment (Fourth Quarter After Exit)	35.3%	13.16%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$1,381.32

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.

Student assessment, after the appropriate number of instructional study hours met the core indicators of performance based on the negotiated target levels. The reasons for meeting the target levels and supporting data are: instructional methods, personalized attention from onboarding to program completion and students having a sense of belonging.

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

During FY 21-22 there were no negotiated targets unmet.

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.)

An increase in participation resulting in an increase in overall performance.

4. 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.

All data, pre, post assessment, HSE practice and official test results were discussed with program coordinator/date tech and instructors to determine individual student needs to concentrate on for improvement/performance gains. To continue and sustain program improvement and performance gains we will increase the use of Essential Education as a main resource for students.

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	200	\$3.00	\$600.00
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	83	\$9.60	\$800.00
Referrals to and coordination of activities with other programs and services.	Career Service	70	\$16.70	\$1169.00
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	80	\$14.60	\$1169.00
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	80	\$14.60	\$1169.00
Integrated Education and Training (IET) programs	Training Service	0	0	0
Grand Totals:			\$58.50	\$4907.00

2. 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?

During FY 21-22 collaboration with numerous existing partnerships within the Navajo Nation social services agencies was solidified. Engaging these partners by sharing an awareness of the NLWDB local plan helped in joint efforts to assist mutual clients. This effort has resulted in increased communication and strategies positively impacting academic performance gains and High School Equivalency completion for mutual clients. We are hopeful that AE students received better workforce matching from these agencies. Moving forward there are indications that through our new instructor/success coach hired 21-22 we will now have more resources available in identifying and contacting new partners. The collaborative partner emphasis of this new position will focus on service area employers and employee preferred skills. The Success Coach developed career specific coursework and employer benefitting external license/certification programs for potential employees for use during 22-23. Marketing partnership strategies were included in the above efforts.

In rural areas were: 1) independent libraries do not exist collaborative working accommodations between Diné College and its AE programs has and will continue to align with the NLWDB local plan and 2) in the absence of a Chamber of Commerce collaboration with Navajo Nation Economic Development and the local governance of Agency and Chapter officials aligns with the NLWDB plan.

A private sector based training center was engaged for collaboration during FY 22-23.

Currently our program leadership is exploring the most current employment possibilities, access to 1) potable water and 2) constraining damaging environmental effects of uranium mining.

Program efforts during 21-22 aligned with and addressed the NLWDB's concern for participant barriers and New Mexico's 'brain drain' (providing careers and other employment to attract and retain local community members).

3. 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?

We have not yet developed specific activities or strategies with the local LWDB. Our program operates as a component of the Diné College Student Success department which serves as our One Stop. This works well with services ranging from Adult Education/AEFLA, transition from AE to workforce as well as access to career assessment and advisement, vocational training and academic coursework. Braided funding of cross-over services has existed for many years with adult education students having access to college services through the Student Success department. We continue to explore co-enrollment as a further benefit to students. Challenges include methods of developing and approval of training and coursework to keep up with specific employment area opportunities.

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.

NLWDB is currently in the process of updating the policy.

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?
 - Career Culture exists through real-life job situations including LMI and financial literacy, as well as a college work atmosphere are incorporated into instruction including how New Mexico Workforce connections may support contextualized instruction based on technology utilizing google forum and Workplace Skills texts as well as a student experience workforce-based scenario format leading to open communication and discussions.
 - Discussions around career pathways barriers for rural areas are worked into instruction.
 - Significant change/challenge were development, implementation and training of an Instructor/Success Coach position
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 is 100% structurally built into the program. Administration, instructors and students are aware and frequently reminded that all program instruction/activities potentially lead to gainful employment which may include a fulfilling career of choice.

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: N/A
 - 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 LINC'S 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. N/A

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process.
 - a) Enrollment/Intake – student enrollment, available in-person or online, utilizes the Adult Education state office standardized form.
 - b) pre-assessment to determine NRS placement and appropriate instructional plan
 - c) discussion with the student in respect to their stated goals, primarily a) employment, or career b) vocational training or c) academic coursework.

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.

Program instruction is available 8am – 5pm Monday through Friday in-person and online with instructional support available outside the classroom.

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.

Instructor/Student Success Coach will assist in addressing wrap-around student support services. As a wrap-around service students are encouraged to attend career navigation services provided by the colleges' Student Success department.

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.

Program administrators and instructor awareness and familiarity of the objectives and guided CCRS information assists in alignment of instruction preparation and delivery. Current publisher texts serve as curriculum and resources.

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

The program instructor with an education and experience concentration in reading incorporates into all instruction: vocabulary development and reading comprehension strategies related to subject content areas, reading of text comprehension through written expression, recording /note taking, and skimming and scanning techniques. Being aware of each student's academic history, their background information and experience as well as the degree of their ability to connect facts and thoughts in relation to reason provides guided insight for specific material preparation. In addition, reading that includes: timed activities, individual (silent, whisper and outload), instructor and choral reading-generic and student relevant material with time for reflection.

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.

Currently, through our collective process a holistic approach is being designed for consideration based on theoretical frameworks that will include and address both cognitive and affective domains impacting instructional preparation and delivery: hyflex, virtual reality and behavioral modification (student awareness/learning environment including career culture, student relevant.)

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:

N/A

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

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:

N/A

2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. 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	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended
Begay	Tomasina	Coordinator/ Data Tech	Full	BA	0	See table below
Garfield	Jervis	Instructor	Full	BA	12	See table below
Redhouse	Nancy	Instructor	Full	MA	8	See table below
Silago	Johanna	Instructor	Full	MA	0	See table below

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Last Name, First Name GARFIELD, Jervis								
Professional Development Attended			Professional Development Attended			Professional Development Attended		
<u>Date</u>	<u>Location</u>		<u>Date</u>	<u>Location</u>		<u>Date</u>	<u>Location</u>	
7/15/21	online	Essential Educational Training	10/15/21	online	Top 10 Interactive Teaching Strategies in Zoom/Teams	2/8/22	online	What to Expect When Testing: Math
7/16/21	online	Boardworks Meeting (W/ Matt Arend)	10/20/21	online	Creating an Active Teaching/Learning Classroom	2/9/22	online	Math Geometry Basics, Angles
7/16/21	online	Cultural Awareness Resolution Conflict w/ K'e	10/29/21	online	Building a Flexible by Combining Online and Classroom Expertise	2/9/22	online	Changing the World One Word at a Time: Conversation and Read Aloud with Jacqueline Woodson
7/20/21	online	Cultural Awareness Nizhonigoo Adaa Aholya	11/5/21	online	Using the Career Pathways Maps	2/15/22	online	Improve Your Online Presence
7/22/21	online	Cultural Awareness Anti-Discrimination/ Anti-Harassment	11/5/21	online	Onboarding: A Virtual Path to Success	2/16/22	online	Math: Adding and Subtracting Fractions
7/29/21	online	Strategies to Motivate your Unmotivated Students	11/17/21	online	Using Asset-Based Teaching in the ESOL Classroom	2/16/22	online	Adult Education Professional Development Workgroup Meeting
7/30/21	online	Cultural Sensitivity Training	11/17/21	online	Story-Telling of the Sacred Mountains	2/22/22	online	Test Taking Tips and Tools
8/2/21	online	ESOL Transitions to College and Certification	11/19/21	online	Five Things Every Instructional Designer Should Do	2/23/22	online	Math: Multiplying and Dividing Fractions
8/13/21	online	From the Capitol Rotunda to the Kitchen Table	11/30/21	online	Career Pathway Goal Sheet Meeting	2/24/22	online	Letter of Interest Workshop
8/17/21	online	Workplace Safety Training/Workmen's Comp. Reporting	12/8/21	online	Adult Education Professional Development Workgroup Meeting	2/25/22	online	Adult Education Professional Development Meeting
8/23/21	online	Dine College Public Health Orientation	12/14/21	online	HELPNM Presentation	3/9/22	online	Opportunities in SNAP E&T Part 2 - The Workforce Ecosystem

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All About Accommodations and the GED Test	8/24/21	online	Cultural Awareness: Winter Stories "Monster Slayer"	12/21/21	online	"Spring Motivation" workshop	3/16/22	online
Back to School Series: Meeting Students Where They Are	8/24/21	online	Adult Education Professional Development Workgroup Meeting	12/22/21	online	Promethean Demo Workshop	3/31/22	online
Getting Started with Essential Education 1	8/26/21	online	Adult Education Professional Development Workgroup Meeting	1/5/22	online	Informational Meeting with Navajo Nation Self Reliance	4/5/22	online
COABE & Skill Build Present with Purpose	8/27/21	online	Tools for Reading: Finding the Main Idea	1/11/22	online	Student Engagement in Mathematics: Let's Give Them Something To Talk About	4/13/22	online
T'aahoa'j'itehgoo Workshop	8/31/21	online	How to Answer the Most Important Job Interview Questions	1/12/22	online	How to Stop the I'm Just a Teacher Mantra That Fuels Burnout	4/14/22	online
Getting Started with Essential Education II	9/1/21	online	MOVE AHEAD w/ Economics, Personal Finance, & Entrepreneurship: Real World Integration Activities	1/13/21	online	Sketch, Draw, and Doodle: 4 Great Tools for Teachers	4/14/22	online
Virtual Workshop: Restart Strategies for Re-Entering the COVID Classroom	9/2/21	online	Tools for Reading: Building Vocabulary	1/14/22	online	Creating Inclusive Science Classrooms That Give Voice to All Students	4/21/22	online
Ready to Learn: Orientation	9/8/21	online	Race in Adult Education	1/19/22	online	MPAEA/AALL 2022 Regional HYBRID Conference	4/28/22	
Culture Resilience with Lyla June Johnson	9/8/21	online	Adult Education Professional Development Workgroup Meeting	1/19/22	online	Integrating Employability Skills into instruction	5/18/22	online
I AM READY Curriculum Orientation	9/9/21	online	Collaborating, Exploring Virtual Manipulatives, & Deepening the Conceptual of Factors & More, in a Distance Learning Classroom	1/20/22	online	2022 Annual Adult Education Conference	5/25-26/2022	Albuquerque
Zoom Room Webinar	9/10/21	online	Campus Safety Training/Presentation	1/20/22	online	NM Career Pathways Virtual Symposium	6/6/22	online
Introduction to TSTM (Teaching Skills That Matter)	9/10/21	online	Tools for Reading: Author's Tone	1/25/22	online	Leadership and Program Management in Adult Education	6/8/22	online

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Fostering Community in Virtual Learning Environments	9/17/21	online	10 Skills for Zoom Meeting Success	1/26/22	online	People Skills for Career Success	6/15/22	online
Ceremonial Bird Workshop	9/21/21	online	HiSET Demo	1/31/22	online	Dine College Information Day	6/16/22	online
New Hire Orientation: What You Need To Know as a New Adult Educator	9/22/21	online	Numeracy Routines that Develop Language	1/31/22	online	5 Proofreading Tips to Pass the Test	6/21/22	online
Curriculum Solutions for ABE Classroom	9/23/21	online	Stay Motivated & Eliminate Test Anxiety	2/1/22	online	9 Instructional Needs of Adult Learners	6/21/22	online
Learning to Flex: How Social Media Became a Popular Teaching Tool for Educators	9/24/21	online	Get to Know the HiSET	2/2/22	online	Positive Attitude in the Workplace	6/28/22	online
October Strategy of the Month: PURPOSE NOT POWER	9/30/21	online	Adult Education Professional Development Meeting	2/2/22	online	Trends in Students' Knowledge	6/28/22	online
Public Policy Forum	10/8/21	online	Development Rapport and Mentor Relationships with Students that Increase Engagement in Program	2/8/22	online	Promethean Training	6/29/22	online
						Digital Skills Ready @50+ Partnership Opportunity	6/30/22	online

Last Name, First Name

REDHOUSE, Nancy

Professional Development Attended	Date	Location	Professional Development Attended	Date	Location	Professional Development Attended	Date	Location
NMABE Teach: Number Talks Workshop	11/1/21	online	Essential Education: Stay Motivated & Eliminate Test Anxiety	1/1/22	online	Essential Education: Are You Ready to Test?	3/1/22	online
GED Testing Ctr: Trends in Students' Knowledge and Skills Gaps - Mathematical Reasoning	11/1/21	online	GED Tuesdays: Taking the Angst out of Scoring GED RLA Extended Response	1/1/22	online	Essential Education: How to Interpret Graphs and Charts	4/1/22	online
NMABE Teach: Lesson Planning with the 4 C's Workshop	11/1/21	online	Essential Education: Stay Motivated and Eliminate Anxiety	2/1/22	online	Webinar and Workshops Series: How to Retain and Keep ELL Learners Engaged	4/1/22	online

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COABE: Virtual reality as a Tool for Career Exploration and Workplace Readiness	11/1/21	online	Essential Education: Get to Know the HiSET	2/1/22	online	Essential Education: Build Skills to Earn Your GED & More	5/1/22	online
Essential Education Training: 3-part LMS Video Training Series	11/1/21	online	Essential Education: Math; Geometry Basics, Angles	2/1/22	online	Essential Education: What to Expect When Testing- Social Studies	5/1/22	online
COABE: Future-Proofing Adult Learners with an Emphasis on Digital Literacy	12/1/21	online	Essential Education: Digital Toolbox: 5 Ways to Tune-Up Teacher TECH-nique	2/1/22	online	Essential Education: Tools for Reading- Finding the Main Idea	5/1/22	online
COABE: New Measurable Skill Gain Success: WIOA Workplace Education	12/1/21	online	Essential Education: Test Taking Tips and Tools	2/1/22	online	Essential Education: Note-Taking for Studying and Testing	5/1/22	online
Essential Education: "Relax, Refresh, Recharge"	12/1/21	online	Essential Education: Math; Multiplying and Dividing	2/1/22	online	Essential Education: Job Interview Tips-Make a Good First Impression	5/1/22	online
Essential Education: Checking for Understanding (What Assessments Work Best)	12/1/21	online	COABE: Equity, Not Equality, Practical Racial Justice Strategies to Increase Awareness	2/1/22	online	Essential Education: Tips for Reading-Building Vocabulary	5/1/22	online
LINCS: A Learner-Centered Approach to Teaching Conversation Skills to English Learners	12/1/21	online	COABE: Equity in Adult Education: The Importance of Cultural Competence and Inclusion	2/1/22	online	Essential Education: Tools for Reading-Author Tone	5/1/22	online
LINCS: Resources to Explore in the Science Classroom	12/1/21	online	2-Part Career Pathways Training	2/11/22	online	Essential Education: Study Tips to Pass the GED	7/1/22	online
COABE: MOVE AHEAD with Economics, Personal Finance, and Entrepreneurship: Real-World Integration Activities	1/1/22	online	2-Part Career Pathways Training	2/18/22	online	Essential Education: Finding Figurative Language	7/1/22	online
COABE: Numeracy Routines that Develop Language	1/1/22	online	Tuesday for Teachers Webinar: Trends in Students' Knowledge and Skills Gap - RLA, Part 1	3/1/22	online	Essential Education: Write a Great Essay- Transitional Words	7/1/22	online

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COABE: Collaborating, Exploring Virtual Manipulatives, and Deepening the Conceptual of Factors and More, in a Distance Learning Classroom	online	Teach Talk Webinar & Workshop Series: Implementing Brain-Based Learning Strategies to Support ELL	3/1/22	online	Essential Education: Commonly Confused Words	7/1/22	online
Essential Education: Stay Motivated & Eliminate Test Anxiety	1/1/22	Essential Education: Time Management for Studying and Testing	3/1/22	online	COABE: Reading & Writing Poetry in Adult Education	7/1/22	online
GED Tuesdays: Taking the Angst out of Scoring GED RLA Extended Response	1/1/22	Essential Education: Study Skills to Pass the Test & Get the Job	3/1/22	online	Webinar and Workshop Series: Supporting ELLs Transitioning to HS Equivalency and College	7/1/22	online

Last Name, First Name BEGAY, Tomasina								
<u>Professional Development Attended</u>	<u>Date</u>	<u>Location</u>	<u>Professional Development Attended</u>	<u>Date</u>	<u>Location</u>	<u>Professional Development Attended</u>	<u>Date</u>	<u>Location</u>
Strategies to Improve School Connection and Help Every Student Thrive	7/29/21	Online	How to Answer the Most Important Job Interview Question	1/12/22	Online	Study Skills to Pass the Test and Get The Job	3/8/22	Online
ESOL Transitions to College and Certifications	8/2/21	Online	Centering Equity in Digital Learning for Every Learner Everywhere	1/13/22	Online	Are You Ready to Test?	3/9/22	Online
COABE's Student Ambassador Training: Empowering Learners to be Leaders	8/9/21	Online	Tools for Reading: Building Vocabulary	1/18/22	Online	Secondary / Postsecondary Partnerships That Open Doors to College	3/10/22	Online
Talk Less, Say More	8/17/21	Online	Collaborating, Exploring Virtual Manipulatives, and Deepening the Conceptual of Factors and More, in a Distance Learning Classroom	1/21/22	Online	Eight Engagement Strategies of Master Educators	3/22/22	Online
Workforce GPS Events: Career One Stop: Workforce Professional Toolkit	8/19/21	Online	Tools for Reading: Author's Tone	1/25/22	Online	Refreshing Foundational Skills for Learners on Career Pathways	4/7/22	Online

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COABE: Increasing Engagement and Student Persistence Through Distance and Blended-Learning Models	9/10/21	Online	10 Skills for Zoom Meeting Success	1/26/22	Online	Building Successful Student Relationships	4/19/22	Online
Fostering Community in Virtual Learning Environments	9/17/21	Online	Stay Motivated & Eliminate Test Anxiety	2/1/22	Online	How to Interpret Graphs and Charts	4/20/22	Online
Learning to Flex: How Social Media Became a Popular Teaching Tool for Educators	9/24/21	Online	Get To Know the HiSET	2/2/22	Online	Refugee Upskilling with Mobile, WhatsApp, and Learning Upgrade	4/20/22	Online
Navigating a Student's Journey through GED.com	9/28/21	Online	Customer Service Workshop	2/3/22	Online	Teamwork in the Workplace	4/26/22	Online
USDLA: Top 10 Interactive Teaching Strategies	10/15/21	Online	Develop Rapport and Mentor Relationships with Students that Increase Engagement in Program	2/8/22	Online	MPAEA/AALL 2022 Regional HYBRID Conference	4/28/22	online
10 Qualities of a Great Adult Educator	10/19/21	Online	Surviving an Active Threat: Run, Hide, Fight, with NCBRT	2/9/22	Online	2022 High Impact Practices Gathering	5/12/22	Online
USDLA: Helping Professors Quickly Transition to Online Teaching During the Pandemic	10/22/21	Online	Active Threats on Campuses: Protective Measures and Response with NCBRT	2/10/22	Online	Job Interview Tips: Make a Great First Impression	5/18/22	Online
Trends in Students' Knowledge and Skills Gaps-Mathematical Reasoning, Part One	10/26/21	Online	COABE: Equity in Adult Education; Importance of Cultural Competence and Inclusion	2/11/22	Online	Tools for Reading: Building Vocabulary	5/24/22	Online
USDLA: Building a Flexible Future by Combining Online and Classroom Expertise	10/29/21	Online	Digital Toolbox: 5 Ways to Tune-Up Teacher TECH-nique	2/15/22	Online	Can I become a Doctor with a GED	5/25/22	Online
Adult and Development Education Collaborations That Ease College Transitions Confirmation	11/4/21	Online	Improve your Online Presence	2/15/22	Online	2022 Annual Adult Education Conference	5/25-26/2022	Albuquerque
COABE: Creating the Workforce of Tomorrow. Partnering with Workforce Programs to Bridge the Opportunity Gap	11/5/21	Online	"Changing Woman's Origin Story"	2/16/22	Online	Healthy Habits for Success in Work and Life	6/1/22	Online

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USDLA: Onboarding- A Virtual Path to Success	11/5/21	Online	Essential Education: Math; Adding and Subtracting Fractions	2/16/22	Online	Study Tips to Pass the GED	6/8/22	Online
COABE: Intersect 2021	11/9/21	Online	Council for Economic Education: The Cost of Black Trauma	2/17/22	Online	COABE: Reading and Writing Poetry in Adult Education	6/13/22	Online
Accelerating English Proficiency Gains and Career Pathways with Technology	11/10/21	Online	" Uplifting Nahlii Dine Voices"	2/18/22	Online	Finding Figurative Language	6/14/22	Online
Trends in Students' Knowledge and Skills Gaps-Mathematical Reasoning, Part Two	11/16/21	Online	Test Taking Tips and Tools	2/22/22	Online	9 Instructional Needs of Adult Learners	6/21/22	Online
COABE: Virtual Reality as a Tool for Career Exploration and Workplace Readiness	11/19/21	Online	Math; Multiplying and Dividing Fractions	2/23/22	Online	Write a Great Essay: Transitional Words	6/22/22	Online
USDLA: Five Things Every Instructional Designer Should Know	11/19/21	Online	Graphing Linear Equations	2/23/22	Online	The Digital Equity Act and What it Means for Adult Education	6/23/22	Online
Scaling Access to Close the Achievement Gap	12/2/21	Online	Letter of Interest Workshop	2/24/22	Online	Exploring the Equitable Apprenticeship Toolkit	6/28/22	Online
COABE: Future-Proofing Adult Learners With and Emphasis on Digital Literacy	12/6/21	Online	American Indian College Fund: 2022 Native Students Stepping Forward Virtual HSE Student Conference	2/25/22	Online	Positive Attitude in the Workplace	6/28/22	Online
COABE: New Measurable Skill Gain Success: WIOA Workplace Education	12/14/21	Online	From Passive Lecture to Active Discussions. From Reluctant Learners to Lively Classroom Participants	3/2/22	Online	Commonly Confused Words	6/29/22	Online
COABE: The Class Must Go On: Addressing Technological & Digital Literacy Needs During the Pandemic	12/20/21	Online	Time Management for Study and Testing	3/2/22	Online	Monthly Director Meetings		Online

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Last Name, First Name SILAGO, Johanna							
Professional Development Attended	Date	Location	Professional Development Attended	Date	Location	Professional Development Attended	Date
Workforce Symposium: Connecting Education and Businesses	9/22/21	online	Coffee Break: Further Developing a Mathematical Identity	11/18/21	online	Propel NM Career Pathways	2/4/22
Integrating Online success Modules into a First-Year Experience Course	11/2/21	online	Lesson Planning with the 4c's Workshop	11/19/21	online	Math: Geometry Basics	2/9/22
NM CPI Year 3- Career Pathways Maps Workshops	11/5/21	online	Relax, Refresh, Recharge	12/21/21	online	Pass Math: Learn about adding and subtracting fractions	2/16/22
Intersect 2021 Workforce Symposium	11/9/21	online	How to Answer The Most Important Job Interview Questions	1/12/22	online	Test Taking Tips and Tools	2/22/22
Online Support for TRIO Students: Using Virtual Resources For Onboarding & Continued Success	11/15/21	online	Tools for Reading: Building Vocabulary	1/18/22	online	Math: Multiply and Dividing Fractions	2/23/22
Trends in Students' knowledge and Skills Gaps- Mathematical Reasoning, Part Two	11/16/21	online	Boardworks training	1/28/22	online	What to expect when testing: Writing	3/1/22
Integrated Education & Training in Corrections	11/16/21	online	Complimentary NODA Recording: Creating an Online Orientation	1/31/22	online	What Are Active Strategies for Structuring a Synchronous Class?	3/21/22
Technology Tools for History and/or Social Studies	11/17/21	online	Stay Motivated & Eliminate Test Anxiety	2/1/22	online		

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
		-0-

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

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

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

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

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

-0-

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

12,000

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

6,000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
16,800	2.00	33,600

Alternate option:

Please indicate institution's building renewal and replacement allocation

-0-

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
N/A	-0-

B. Program Income Activities

N/A

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

-0-

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	-0-

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: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years.” WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table below.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, *we ask you to calculate these costs only for Program Year 2020-2021* (not for the three preceding program years, as specified by WIOA).

Please do your best to calculate these expenditures faithfully; we appreciate your efforts. *Last year, some programs did not calculate these numbers very accurately or according to our guidance, leading to numerous data reporting problems on our end.* This year, we have provided in Section IV a table that you can use to more accurately calculate your expenditures. Please take note of the following additional guidance, and let us know if you have any questions.

- Because of the nature of career services (see the table in Section IV for a list of all of them) *all or nearly all* of the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment).
- You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you *do not need to report them in Section IV*.
- Do not include any administrative costs in your report.
- Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these activities are not included in the career and training services report.
- If your program utilizes AEFLA federal funds to provide an IET program, **only the training component** would be categorized as a training service and should be included in the cost calculation of training services.

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

Please email Amber.Rodriguez@state.nm.us (and cc: Katya.Backhaus@state.nm.us) if you have any questions as you prepare this report.

Student:

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

Select Reporting
System:

NRS FY 21-22

Agency: Dine College-Shiprock

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
ABE Level 2	10	17	0	0	0	0	0	0	0	0	0	0	0	0	27
ABE Level 3	7	14	0	0	0	0	0	1	0	1	0	0	0	0	23
ABE Level 4	3	2	0	0	0	0	1	0	0	0	0	0	0	0	6
ABE Level 5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	21	34	0	0	0	0	1	1	0	1	0	0	0	0	58

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Dine College-Shiprock

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	3	2	0	0	0	0	0	0	0	0	0	0	0	0	5
19-24	7	10	0	0	0	0	1	0	0	1	0	0	0	0	19
25-44	9	17	0	0	0	0	0	1	0	0	0	0	0	0	27
45-54	1	5	0	0	0	0	0	0	0	0	0	0	0	0	6
55-59	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	21	34	0	0	0	0	1	1	0	1	0	0	0	0	58

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting System: NRS FY 21-22 Agency: Dine College-Shiprock

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	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	2	3	0	0	0	0	0	0	0	0	0	0	0	0	5
19-24	6	4	0	0	0	0	0	0	0	0	0	0	0	0	10
25-44	5	8	0	0	0	0	0	1	0	0	0	0	0	0	14
45-54	1	3	0	0	0	0	0	0	0	0	0	0	0	0	4
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	14	18	0	0	0	0	0	1	0	0	0	0	0	0	33

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Dine College-Shiprock

Enter the number of participants* by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	5	18	27	6	1	0	57
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	1	0	0	0	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	5	19	27	6	1	0	58

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

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 21-22

Agency: Dine College-Shiprock

Measurable Skill Gains (MSG) by Entry Level

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

First Period of Participation										All Periods of Participation					
Enterin g Educat ional Functi oning Level (EFL) (A)	Numbe r of Partici pants (B)	Total Numbe r of Partici pants Exclud ed from MSG Perfor mance (C)	Total Attend ance Hours for All Partici pants (D)	Numbe r Who Achiev ed at Least One EFL Gain (E)	Numbe r Who Attaine d a Secon dary School Diplom a or Its Recogn ized Equival ent (F)	Numbe r of IET or Workpl ace Literac y Partici pants Who Achiev ed an MSG Other Than EFL Gain and Secon dary School Diplom a * (G)	Numbe r Separa ted Before Achievi ng Measu rable Skill Gains (H)	Numbe r Remai ning in Progra m Withou t Measu rable Skill Gains (I)	Percen tage Achiev ing Measur able Skill Gains (J)	Total Numbe r of Period s of Partici pation (K)	Total Numbe r of Period s of Partici pation in Which Partici pants Achiev ed at Least One EFL Gain (L)	Total Numbe r of Period s of Partici pation in Which Partici pants Achiev ed an MSG Other Than EFL Gain and Secon dary School Diplom a * (M)	Total Numbe r of IET or Workpl ace Literac y Period s of Partici pation in Which Partici pants Achiev ed an MSG Other Than EFL Gain and Secon dary School Diplom a * (N)	Percen tage of Period s of Partici pation with Measur able Skill Gains (O)	
ABE Level 1	1	0	81	1	0	0	0	0	100	1	1	0	0	100	
ABE Level 2	27	0	3113.5	6	6	0	7	8	44.44	27	6	6	0	44.44	
ABE Level 3	23	0	1606.5	2	15	0	4	2	73.91	23	2	15	0	73.91	
ABE Level 4	6	0	180.5	0	2	0	2	2	33.33	6	0	2	0	33.33	
ABE Level 5	1	0	12.5	0	1	0	0	0	100	1	0	1	0	100	
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ABE Total	58	0	4994	9	24	0	13	12	56.9	58	9	24	0	56.9	

ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	58	0	4994	9	24	0	13	12	56.9	58	9	24	0	56.9

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

- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting

NRS FY 21-22

Agency:

Dine College-Shiprock

System:

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	1	1	100	0	0	0	0	0	0
ABE Level 2	10	4	40	8	80	0	0	0	0
ABE Level 3	9	6	66.67	4	44.44	0	0	0	0
ABE Level 4	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	20	11	55	12	60	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	20	11	55	12	60	0	0	0	0

Instructions for Completing Table 4A

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

- Calculate Percentages as follows:
 - $\text{Column D} = \text{Column C} / \text{Column B}$
 - $\text{Column F} = \text{Column E} / \text{Column B}$
 - $\text{Column H} = \text{Column G} / \text{Column B}$
 - $\text{Column J} = \text{Column I} / \text{Column B}$

Student:

NRS Table 4B

Select Reporting
System:

NRS FY 21-22

Agency: Dine College-Shiprock

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	81	1	0	0	100
ABE Level 2	16	2757	10	0	6	62.5
ABE Level 3	14	1272.5	9	3	2	64.29
ABE Level 4	2	110.5	0	0	2	0
ABE Level 5	0	0	0	0	0	0
ABE Total	33	4221	20	3	10	60.61
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0
Total	33	4221	20	3	10	60.61

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: $G = \text{Column D} / \text{Column B}$

Student:

NRS Table 4C

Select Reporting System:

NRS FY 21-22

Agency: Dine College-Shiprock

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation										All Periods of Participation					
Enterin g Educat ional Functi oning Level (EFL) (A)	Numbe r of Partici pants (B)	Total Numbe r of Partici pants Exclud ed from MSG Perfor mance (C)	Total Attend ance Hours for All Partici pants (D)	Numbe r Who Achiev ed at Least One EFL Gain (E)	Numbe r Who Attaine d a Secon dary School Diplom a or Its Recogn ized Equival ent (F)	Numbe r of IET or Workpl ace Literac y Partici pants Who Achiev ed an MSG Other Than EFL Gain and Secon dary School Diplom a * (G)	Numbe r Separat ed Before Achievi ng Measu rable Skill Gains (H)	Numbe r Remai ning in Progra m Withou t Measu rable Skill Gains (I)	Percen tage Achievi ng Measur able Skill Gains (J)	Total Numbe r of Period s of Partici pation (K)	Total Numbe r of Period s of Partici pation in Which Partici pants Achiev ed at Least One EFL Gain (L)	Total Numbe r of Period s of Partici pation in Which a Secon dary School Diplom a or Its Recogn ized Equival ent Was Attaine d (M)	Total Numbe r of IET or Workpl ace Literac y Period s of Partici pation in Which Partici pants Achiev ed an MSG Other Than EFL Gain and Secon dary School Diplom a * (N)	Percen tage of Period s of Partici pation with Measur able Skill Gains (O)	
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ABE Level 2	15	0	1253.5	4	4	0	4	3	53.33	15	4	4	0	53.33	
ABE Level 3	20	0	1196	1	13	0	4	2	70	20	1	13	0	70	
ABE Level 4	5	0	157.5	0	2	0	1	2	40	5	0	2	0	40	
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ABE Total	40	0	2607	5	19	0	9	7	60	40	5	19	0	60	

ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	40	0	2607	5	19	0	9	7	60	40	5	19	0	60	

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent.
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam.
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H + I.
- Column J is calculated using the following formula: $(\text{Column J}) = (\text{Column E} + \text{Column F} + \text{Column G}) / (\text{Column B} - \text{Column C})$
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.

- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column O is calculated using the following formula: $(\text{Column O}) = (\text{Column L} + \text{Column M} + \text{Column N}) / (\text{Column K})$
- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times—once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 5

Select Reporting System:

NRS FY 21-22

Agency:

Dine College-Shiprock

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 *	26	7	26.92	27	8	29.63	
Employment Fourth Quarter after exit *	38	5	13.16	40	5	12.5	
Median Earnings Second Quarter after exit **	7	1381.32		8	1689.58		
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	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.

Student:

NRS Table 5A

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Dine College-Shiprock

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation			
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	
Employment Second Quarter after exit	26	7	26.92	27	8	29.63	
Employment Fourth Quarter after exit	10	5	50	10	5	50	
Median Earnings Second Quarter after exit	7	1381.32		8	1689.58		
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting

NRS FY 21-22

System:

Agency:

Dine College-Shiprock

Participant Status on Entry into the Program (A)	Number (B)	
Employed	9	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	34	
Not in the Labor Force	15	
TOTAL	58	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	0	0
Grades 6-8	9	0
Grades 9-12 (no diploma)	49	0
Secondary School Diploma or alternate credential	0	0
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	0	0
Unknown	0	0
TOTAL (both US Based and Non-US Based)	58	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	
TOTAL Institutional	0	

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

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

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

Employment Status definitions:

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

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

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

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

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

Student:

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

Select Reporting System:

NRS FY 21-22

Agency: Dine College-Shiprock

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				

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)
Visiting library		0				
Purchasing books or magazines		0				
Left Public Assistance	0	0		0		

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Dine College-Shiprock

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Dine College-Shiprock

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.

Student:

NRS Table 11

Select Reporting
System:

NRS FY 21-22 ▼

Agency: Dine College-Shiprock

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

Student:

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

Select Reporting System:

NRS FY 21-22

Agency:

Dine College-Shiprock

[illegible]

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 21-22

Agency: Dine College-Shiprock

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

Provider Agency * (A)	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub- Recipients (D)	WIOA Funding		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.)**.