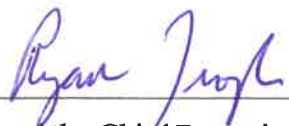


**Annual Program Report
Cover Page**

Program Name:	ENMU-Ruidoso Success Emporium	
Institution or Organization:	ENMU-Ruidoso	
Address:	709 Mechem Dr.	
City:	Ruidoso	
County:	Lincoln	
Zip:	88345	
Main Phone:	575.315.1120	
Website:	www.ruidoso.enmu.edu	
Social Media:		
Workforce Region(s) Served:	Eastern Area	
New Mexico Counties Served:	Lincoln and Otero	
Submission Date:		
Program Director, Manager, or Coordinator Name and Title:	Coda Omness	
Contact Information:	Phone(s):	575.937.1740
	Email:	Coda.omness@enmu.edu
Alternate Contact Name and Title:	Destini Taylor	
Contact Information:	Phone(s):	575.315.1120
	Email:	Destini.taylor@enmu.edu



8-30-22

Signature of the Chief Executive Officer or Designee

DATE

Ryan Trosp, President

Typed Name and Title:

Section I. Program Narrative Report

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 Success Emporium of Eastern New Mexico University- Ruidoso (ENMU-Ruidoso) currently offers and will continue to offer services in Lincoln and Otero Counties. Services are provided at the main site in Ruidoso, and at Lincoln County Detention Center. Otero County satellite sites at the Empowerment Center and the Mescalero Inpatient Treatment Center both located on the Mescalero Apache Reservation and through distance learning,

Eligible students are individuals 16 years of age or older, who are not enrolled in a secondary school, who do not have a secondary diploma, or its recognized equivalent, lack the level of reading, writing, and/or math skills expected of a school graduate as shown on the TABE assessment, and/or limited English proficient.

Funds were used to provide literacy instruction to enhance students' ability to read, write and/or compute basic math to attain the High School Equivalency (HSE) diploma, English language acquisition (ELA) activities, workplace adult education and literacy activities, justice involved individual's reentry and literacy activities, workforce preparation activities, transition classes and services for college and career readiness, and integrated education and training.

The primary goal of all instruction is to assist students in raising their levels of literacy to a higher National Reporting System level by providing instruction so that eligible students can obtain gainful employment, achieve current job-retention or job-upgrade, take part in career technical or post-secondary education, obtain US citizenship, reduce recidivism, and provide a better life for themselves and their families.

This year we offered several multilevel classes for academic instruction below the post-secondary level to participants Monday-Friday 8:30-5:00 pm and Monday-Thursday 5:00-7:00 pm at the ENMU-Ruidoso site. We were not able to offer Saturday instruction due to a staffing issue. Virtual instruction was available via Zoom and Microsoft Teams to participants Monday-Friday 8:30-12:00 pm, Monday-Thursday 5:00-7:00 pm.

Academic and reentry instruction at the Lincoln County Detention Center (LCDC) was available Monday and Wednesday, 9:00-11:30 am. via Teams. Students received multilevel academic instruction below the post-secondary level. Reentry instructional activities include fiscal management, conflict resolution, workplace skills, and goal setting to name a few. Several residents at LCDC are enrolled in a Construction Trades IET program and have completed two to three college courses while working on their HSE.

We offered ELA instruction and tutoring in multilevel classes ranging from basic to advanced literacy, Monday-Thursday 8:30-7:00 pm. A citizenship class was offered for individuals who wanted to learn about US history and government, fill out the Naturalization form, practice for an interview and understand the rights and responsibilities of citizenship.

Integrated Educational Teaching offers contextualized instruction for workplace literacy, it is designed for employees to obtain their HSE diploma and improve their workplace skills and productivity. Adult

Education students are enrolled in several IET programs, including Nursing Assistant, Cyber Security, Construction Trades and Entrepreneurship programs.

Through our Integrated Basic Education Skills and Training (I-BEST) program, students earned college credits for a variety of Career Technical Education courses with core Adult Education instruction (building written and oral communication skills) and employability skills (job-readiness skills, resume writing, interview techniques) as they train to become New Mexico Certified Nursing Assistants (CNA), EMT-Basics and Certified Welders. Classes are taught by AE basic skills instructor and a career/technical instructor. AE supplemental instruction is offered in developmental college courses including Math, Science and English. Students meet with AE instructors on a weekly basis in a structured class and for one-on-one tutoring.

To address the needs of local employers and utilizing the NM Career Cluster data we are offering stackable industry recognized employability credentials in Culinary Arts, Construction Trades, Welding, EMS, CNA and renewable energy courses through ENMU-Ruidoso, these courses are offered as an AE College concurrent enrolment. Students are advised with program pathways with clear and attainable milestones. Participants can improve their language and math skills, obtain their HSE and earn a recognized stackable credential leading to earning a self-sustaining wage. The college does not charge tuition to the concurrently enrolled students.

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.

Staffing has caused a slight decline in services, hiring instructors has been the biggest challenge this past year. March of 2022 we were fully staffed for the first time in this fiscal year. This allowed us to increase services and better serve our students. We are actively recruiting a data tech and instructor due to a promotion and resignation.

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?

Students have been slowly coming back to campus, but with every variant we see a drop in attendance and activity. Students are anxious about attending in person classes. So, we continue to modify our instruction and interactions with students to accommodate their needs.

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

For students with limited computer skills, along with attending basic computer class, it reinforces and improves those skills that are needed in post-secondary education and the workforce. Students are using

Study Buddies which require no internet access and students have access to supplemental study tools that require no computer skills and give them instant feedback.

Students who are not comfortable with attending class with other students and prefer in-person instruction, come in by appointment and attend one-on-one instruction. These students are also supplied with either a computer or study buddy or other supplemental instructional and study tools. This Spring and Summer we had 8-10 students requesting one-on-one.

Distance learning was available in a synchronous format utilizing Canvas, Zoom and Teams. ELA and AE students participate and receive instruction at a distance. AE students are issued an ENMU-Ruidoso student ID and have access to all technology and resources at the ENMU-Ruidoso Success Emporium Learning Commons, including the NM (New Mexico) El Portal, use of computers, tablets, databases, and resources.

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

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

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

*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.*

ENMU-Ruidoso Adult Education has several informal partnerships with local employers including the Village of Ruidoso, Lincoln County, and the Mescalero Tribe to provide adult education services to their employees including workplace and life skills. Informally we are in partnership with Region IX and Mescalero Apache Tribe Early Childhood programs, providing AE services to families, including ELA and HSE prep for parents and I-Best support for employees who are studying in ENMU-Ruidoso's Early Care and Education degree programs. We also work closely with several local employers to provide workplace skills and adult education. A variety of service providers including the New Mexico Income Support Division, New Mexico Child Youth and Family Division, Juvenile and Adult Probation, Lincoln County

Detention Center and community-based organizations throughout Lincoln County and Mescalero work with us to provide services to their clients.

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%	7%
Credential Attainment Rate	20.4%	2
Employment (Second Quarter After Exit)	25%	29%
Employment (Fourth Quarter After Exit)	35.3%	60%
Median Earnings (Second Quarter After Exit)	\$3,220.00	3038.86

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.*

The program struggled with Measurable Skills Gains impart because of the Post TABE, many of the students at the Lincoln County Detention Center completed hours in coursework but were released before we could Post TABE. Our ELA program also struggled with Post TABE. Many of the students did not show up for the assessment.

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

To address MSG from the Lincoln County Detention Center we realize that we need increase the frequency of TABE testing students, every 6-months does not work for the population that usually leave the facility within 3-months.

To address the MSG's within our ELA program, we have started weekly retention meetings to review data and student progress. Once we have identified students who are not attending or are ready for assessments, we can start the process of working with them to help them reach their goals.

To address the low number of participants, credential attainment we have received approval to create an addendum site at the Lincoln County Detention Center to administer the HISET exam. The college has reopened their Person Vue testing center at full capacity which will open testing availability.

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.)*

Our program participation has been consistent over the past 4 years. We see the same trends with our students each year, including attendance, accountability, and TABE post assessments. Our goal this coming year is to improve our retention through communication within the team.

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.*

We have recently implemented weekly retention meetings utilizing data from LACES, these meetings have allowed us to address students who need extra support or who may have stopped showing up. Using the student goals, we are using data to inform us of milestones and keep students on track.

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	179	188.66	33,700
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	88	188.66	16,602
Referrals to and coordination of activities with other programs and services.	Career Service	88	188.66	16,602
Provision of performance information and program cost information on eligible providers of education, training, and	Career Service	22	188.66	4,150

workforce services by program and type of provider.				
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	88	188.66	16.602
Integrated Education and Training (IET) programs	Training Service	17	188.66	3,207
Grand Totals:		482		99,900

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?*

To align with the Eastern Area Workforce Board the ENMU-Ruidoso AE program has:

- **Utilizing several modes of instruction, the program has aligned class schedules, staffing and curricula to best meet the needs of the region.**
- **Working closely with the local Workforce Connection we have developed and implemented a coordinated referral system.**

- **Through contextualized instruction curriculum is aligned to regional labor market information, introducing students to careers in areas of regional job growth and career ladders within in demand sectors, while encouraging and supporting individual goal setting based on students' values and skills.**
 - **Aligned student goals with skills development (reading, writing, listening, speaking, math and technology skills) and cross reference with WorkKeys Occupational Profile and the ONET website.**
 - **Utilized guided pathways and concurrent enrollment to make transition to college smoother for AE students.**
 - **Aligned instruction with next steps in career pathway and college readiness opportunities beginning from day one of participation in the AE program.**
 - **Partnered with ENMU-Ruidoso to offer concurrent college and AE enrollment for workforce readiness and stackable industry recognized occupational certificates.**
 - **Our program designed and offered functional English courses to individuals who are English language learners (ELL). The courses were designed to prepare ELLs for academic and workplace success.**
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?*

Lincoln County is a rural area which encompasses a large geographical region. As a result, most residents commute long distances to work or school. Several smaller communities are part of the area with Ruidoso and Ruidoso Downs being the largest. They are primarily tourist communities; many residents are seasonal and/or retired. The economy in the area is mostly service based – hospitality and tourism and healthcare related occupations. Key employers include local restaurants, breweries and wineries, casinos, horseracing, healthcare related services, retail establishments, construction, local government and education. In the outlying areas of Lincoln County, agriculture and forestry industry is the economic base. In Otero County, we serve the Mescalero Apache Tribe, the economy is service based with seasonal skiing and a resort as their economic foundation.

Due to the nature of the local economy, many jobs are seasonal and salaries are low compared to the rest of New Mexico. As a result, the population is declining as people leave the area. Employees that remain often move around from one employer to another looking for better opportunities, but the hourly wage remains \$10.50-\$12.00 per hour. Individuals want to get into post-secondary training or education programs, but often do not have the academic skills or the finances to continue their education. They also lack knowledge of current economic labor trends and where jobs are currently or will be in the future.

Working with One-Stop partners, we offer job exploration activities, making people aware of existing opportunities for skilled workers, work-ready participants, and first-time job seekers and the educational skill requirements for those jobs. We can address the need for basic literacy skills through instruction in reading, writing, math computation, and computer skills as students prepare for their HSE. Contextualized curriculum is utilized for many industries, e.g. healthcare: individuals will review biological systems, integrate medical terminology, visit care facilities, and invite speakers to class.

The One-Stop Career Coaches and AE instructors jointly present employability skills, resume writing, interview skills workshops as well as job application assistance. Utilizing WorkKeys and O-

net assessments individuals identify their career interests and the skills they will need to be successful. Student Success Advocates provide college and career readiness information for a smooth transition to a college certificate and/or degree program.

The Eastern Area One-Stop Director is officed on the ENMU-Ruidoso campus, he and the AE Director both serve on the College's Executive Council where information is shared biweekly. The Eastern Area Director attends all EAWDB meetings and reports updates at the biweekly meetings.

4. Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area.

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2021-2022 program year.

1. *Briefly report on your program's level of engagement and activities related to the third and final year of the state-sponsored "Career Pathway Initiative." Describe how your program continued to develop its career pathways-oriented service delivery model this year as part of its global continuous improvement efforts. Any significant changes or challenges?*
 - a. **ENMU-Ruidoso AE program has continued to implement career pathway projects developed during the state-sponsored "Career Pathways Initiative."**
 - b. **The program's service delivery model includes a career pathway plan which includes IET programs, a curriculum aligned with career pathway standards, and enriched programming for individuals with low literacy levels, individuals with significant barriers to employment, and Justice Involved Individuals.**
 - c. **The program continues to develop and strengthen partnerships.**
 - d. **Some challenges include student engagement and retention. The current economic conditions and nationwide worker shortage has obligated some students to work more hours at their current jobs or take secondary jobs/positions; subsequently, placing their education on hold.**

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.*
 - a. **ENMU-Ruidoso AE program adopted an onboarding plan that includes career exploration through career interest assessments.**
 - b. **Our program's curriculum aligns with all college and career readiness standards.**
 - c. **The program also implements a concurrent enrollment model to provide individuals with opportunities to start and complete postsecondary education and training programs while in the AE program.**

3. *Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:*
 - i. **A full list of all IET programs offered in the reporting year period.**
 - ◆ **Startup Generation Entrepreneurship program**
 - ◆ **Certified Nursing Assisting**
 - ◆ **Culinary Fundamentals**
 - ◆ **Construction Trades**
 - ◆ **Cybersecurity Certificate**

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 checklist:

- **Construction Trades Core Certificate of Completion- Partnering with the Lincoln County Homebuilders and the Mescalero Apache Tribe, an entry level certification was developed. This certification builds English, Math and Workplace Readiness skills.**
- **Adult Education & Literacy**
 - **English reading, writing, and speaking-utilizing National Center for Construction Education and Research curriculum students are building skills in preparation for the HSE.**
 - **Math for trades, focused on construction field, while preparing for their HSE.**
- **Workforce Preparation**
 - **Communication skills at work**
 - **Working in teams for safety and efficiency**
 - **Budgeting and Finances**
- **Workforce Training**
 - **Supervised internships with local contractors**
 - **Enrolled in local WIOA program for job placement**
- **Startup Generation Adult Workforce Program- This program was developed in partnership with the Eastern Workforce Development Board. Participants complete deliverables as evidence of their mastery of essential entrepreneurial concepts and skills. The learning activities strengthen workplace skills in addition to reading, writing, and math skills through hands-on experience starting up a new venture. Participants who complete this program earn resume-enhancing badges in Entrepreneurial Thinking and 21st Century Skills that have value for future employment.**
- **Adult Education & Literacy**
 - **Foundational research and skill building**
 - **Math and statistics**
- **Workforce Preparation**
 - **Communication skills at work**
 - **Understanding systems**
 - **Using information**
 - **Digital Literacy**
 - **Working in teams**
 - **Budgeting and Finances**

- **Workforce Training**
 - **Supervised internships with local contractors**
 - **Enrolled in local WIOA program for job placement**
 - **Skill upgrading**
- **Certified Nursing Assisting (CNA)- The certificate of occupational training in Nurse Assistant is designed to prepare students to successfully sit for the state nurse assistant certification examination. Includes fundamental of patient care, technical procedures, and ethics. Prepares the student to perform in the hospital, nursing home or home care setting. The Nurse Assistant Program is designed to educate students in physical, emotional, and spiritual assessment of residents' needs and concerns. Students receive training and practice in all state required resident care skills in the classroom lab as well as in several community settings. Students learn resident rights as well as the laws that protect those rights. This program was developed in partnership with the local Presbyterian Hospital and Mescalero Apache Healthcare Center.**
 - **Adult Education & Literacy**
 - **English language learning though practical application**
 - **RLA, Writing reports and reading instructions**
 - **Math applications in healthcare**
 - **Science- basic human physiology**
 - **Workforce Preparation**
 - **Basic Academic Skills**
 - **Critical Thinking Skills**
 - **Communication skills in a healthcare environment**
 - **Using information**
 - **Digital Literacy**
 - **Working in teams**
 - **Understanding systems**
 - **Skills necessary for successful transition into and completion of postsecondary education, training, or employment**
 - **Workforce Training**
 - **Supervised hands-on training with local institutions**
 - **Enrolled in local WIOA program for job placement**
 - **Workforce partnerships**
- **Culinary Fundamentals- The Culinary Fundamentals program is designed to equip students with basic skills in culinary arts. The program provides instruction in culinary concepts and terminology, kitchen safety and sanitation, equipment usage, basic nutritional guidelines, standard and metric measurements, food costing, and theory and practice in the production of**

culinary products. Courses emphasize fundamental cooking techniques and preparation methods for hot foods, breakfast items, salads, sandwiches, dressings, breads, and pastries.

- **Adult Education & Literacy**
 - **English language learning through practical application**
 - **RLA- Writing reports, recipes and reading instructions**
 - **Math applications in a kitchen setting and measurement conversions**
 - **Science- biochemistry, biology, and chemical engineering of food**
- **Workforce Preparation**
 - **Worker rights and responsibilities in the US**
 - **Understanding systems**
 - **Digital literacy**
 - **Using information**
 - **Working with others**
 - **Transition skills**
 - **Skills necessary for successful transition into and completion of postsecondary education, training, or employment**
- **Workforce Training**
 - **Skill upgrading**
 - **Supervised hands-on training with local chefs**
 - **ServSafe Certification**
- **Computer and Network Security- This program is specifically designed to prepare and certify students as Information Systems Security (INFOSEC) Professionals, NSTISSI No. 4011 and CNS NO. 4016 Entry Level Risk Analysts or provide current Information Systems professionals with Information Systems security certification to meet the needs of current and future employer requirements. Upon completion of this program students will receive a university certification of completion and be prepared and encouraged to take the Comp-TIA Security+ test during the program to receive the industry certifications.**
 - **Adult Education & Literacy**
 -
 - **Workforce Preparation**
 - **Understanding systems**
 - **Digital literacy**
 - **Using information**
 - **Utilizing resources**
 - **Critical thinking**
 - **Self-management**

- o Skills necessary for successful transition into and completion of postsecondary education, training, or employment
- Workforce Training
 - o Comp-TIA Security+
 - o Comp-TIA Network+
 - o Comp-TIA A+

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

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

Section VI. Curriculum and Instruction

1. *Please describe your program's orientation and onboarding process.*
 - o Greet the student and congratulate them for taking the first step in the path to achieving their educational goals.
 - o Explain the program and the resources available to them
 - o Provide handout with
 - Class times
 - Self-study times
 - Tutoring
 - o Take them to the Learning Lab and the NMWCC office for a small tour
 - (If youth (16-24), make sure you take them to meet Amy)
 - o Ask what they hope to accomplish once they receive their HSE
 - o Complete the intake paperwork
 - o Intake Form (make sure all fields are filled)
 - Determine if the student has any barriers by asking the following questions
 - Transportation:
 - o Do you have access to reliable transportation to attend classes?
 - Childcare:
 - o Do you have any children? If so, what age? Do they attend school or daycare? Do you have someone to care for your child while you attend classes?
 - Housing:

- Do you have a stable place to live?
 - Who do you reside with?
 - Are you in foster care?
 - **Disabilities:**
 - Have you ever been diagnosed with any disabilities that could interfere with your learning?
 - Would you like to request any reasonable accommodation?
 - **Socio-economic barriers**
 - Do you receive TANF or any Federal Assistance?
 - **English Language Learner**
 - Can you speak, read and write in English?
 - **Justice Involved Individual**
 - Have you ever been convicted of a felony?
 - Are you an ex-offender?
 - Are you currently under probation or parole supervision?
 - **Provide the student with a copy of the Lincoln County and Mescalero Health and Wellness Guide (Explain how to use if necessary)**
 - **Provide the student with a copy of the Z- Trans Route (Explain how to use if necessary)**
- **Form for Disclosure of student Information**
 - **Encourage students to include:**
 - JPO's or PO's if they are under court mandated probation or parole
 - WIOA-Youth Career coach
- **Participant Agreement**
 - **Make sure you read each section to the student to ensure they understand what they are signing. They also must initial each component.**
- **General Release of Information and Sharing Agreement**
 - **Explain that the entities listed are our Core Partners; therefore, if we determine a student might qualify and could benefit from the resources offered by any of those entities, we have their consent to refer them to those programs.**
- **Student goal sheet**
 - **Work with the student to identify SMART goals they would like to work towards**
 - Explain what SMART goals are
 - Make sure they do not create too many goals (2 to 4)

- Create an action plan to achieve the goals
 - Identify careers of interest to the student
 - Complete ONET Career Interest Profiler
 - Provide career advising based on the results
 - Include information about possible ENMU-Ruidoso Programs
 - WIOA can help with On-the-Job Training, Apprenticeships, and job placement
 - WIOA Youth can provide work experience for youth ages 16 to 24
 - Provide information about opportunities for concurrent enrollment
 - *IMPORTANT!- Before you enroll a student in any college courses while completing HSE, make sure WIOA Youth Career Coach determines whether a student is eligible for their program beforehand. WIOA eligible youth must be enrolled in the WIOA program before enrolling in college level classes to ensure students do not miss these opportunities. Once the student is enrolled in concurrent enrollment, they automatically cannot apply for WIOA eligibility.*
 - Schedule TABE Assessment
 - Schedule 3 appointments for SMART Goal follow-ups (These can be done during the time they are attending courses or during self-study times)
 - 1st appointment- Go over TABE scores
 - 2nd appointment- Smart Goals and check-in
 - 3rd appointment- SMART Goals and check-in

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.

Due to the needs of the population, our program’s schedule must be dynamic. We offer online, in-person, hybrid, and classroom instruction across content areas. As described above, our onboarding process allows us to discuss SMART goals with realistic timelines to ensure students are challenged, but not overwhelmed in the journey toward an HSE. We have weekly meetings to discuss attendance and progress. This informs us about how students are progressing and what can be done to enhance learning gains.

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.

Our program works closely with the Department of Workforce Connection. Having actual workforce offices on our campus provides additional support for our students. Both youth and adults can access the WIOA program. This helps us facilitate work experience, financial support, and career readiness.

In addition, we connect well with our college. We have been working with the career pathways initiative to give our students exposure to multiple career fields and the means to explore them via hands on experiences and college coursework. For students that may lack the technology to access the materials, we have Chromebooks available for rental and donated funds to assist with internet costs when necessary.

Regarding digital literacy, we advocate for students to use technology in almost every aspect of our curriculum. Even if we meet in person, students turn in and access materials online. In our orientation, we ask direct questions about a student's digital aptitude. If they lack the skills, they need to be successful, we dedicate time to one-on-one appointments to help that student become more comfortable.

- 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.*

As many of our students' study to obtain their HSE Diploma and prepare for success in college/training programs or entering the workforce, we focus on integrating many of the Career and College Readiness Standards (CCRS) into our classroom activities. Classroom instruction is individualized in a multi-level classroom, which includes mini-lessons, student practice, discussions, small group projects, research projects, and computer-assisted learning. Based on the essential components of reading instruction, (alphabetic, fluency development, vocabulary development, and comprehension strategies), students are taught how to read passages and identify the main idea, to examine how details and examples support the main idea, how to analyze fact or opinion, how to obtain the meaning of words from context, and to use their critical thinking skills. Regarding writing, these skills are applied to creating a well-organized essay, which can support their opinions. The focus in math is to build a foundation in math concepts that increases fluency in math skills and enables the application of those skills to solve everyday problems. Our program will follow a progressive instructional format that allows students to develop skills relative to the properties of numbers and the connections between mathematical operations. The application of these skills helps the student to deal with new concepts and apply prior learning to solve new kinds of mathematical problems. The rigor of the progression increases as the student develops additional skills and eventually applies these skills in context by performing calculations in geometry, measurement, probability, and algebraic thinking. Students in the ESL component of our program use the Venture series as their primary text. These books are aligned with CCRS, WIOA, ELP and NRS standards. The topics covered are geared to life experiences. We have also developed a CCRS based syllabus for each subject area covered within our AE instructional program in both the ESL and AE strands. Each student follows a structured program of skill development from the basic skills that they lack to more complex and rigorous tasks and skill acquisition. HSE students are eligible to participate in concurrent enrollment at ENMU-Ruidoso. This program gives students the opportunity to participate in college CTE courses including Workplace Skills, Welding and Certified Nursing Assistant.

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

Through careful monitoring and interactions with students, we can discern where intentional and explicit instruction in reading is necessary. For students who are seen to be struggling with reading, we can provide assessments such as the PAST and the TILLS diagnostic assessments. These assessments allow for various strands of Scarborough's Reading Rope to be addressed through explicit instruction using carefully designed Phonics and Reading Comprehension lesson plans that carry above and beyond the already intentional nature of our instruction methods. For English

Language Learners, there is specific awareness taught concerning different phonetic principals in English compared to their native language in conjunction with cognates and their use in English. For all students, our instruction includes work on critical areas such as phonetics, vocabulary (Tier 1, 2, & 3), word origin and semantics.

- 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.*

From a programmic perspective, our design and curriculum development focus on standard adult learner needs. While the traditional focus of our work is rooted in Androgody, we continue to evolve as we explore the principles of Heutagogy. This correlates well with our push into contextualized learning and our career pathways initiative. This gives students flexibility and allows them to expand beyond a simple problem-solving mentality.

In addition, this shift allows our instructors/staff to be more proactive to individual student needs; not all adult learners are the same nor do they require the same rote instruction. It allows everyone to be more creative, more supportive, and more open to professional development of all types.

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: 25
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.

Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

- **Program served students in Lincoln County. Classes are offered weekly, in-person and online.**
- **Comprehensive, blended curriculum that offers basic skills, and integrates academic preparation, civics knowledge, career readiness, and technology.**
- **Multilevel classes were interactive, standards-based lessons for any learning environment – face-to-face, hybrid, or online.**
- **Instruction is provided by CTE and adult educator. Program provides supplementary support courses and student support services.**
- **Instructor completed a 6hr teacher training seminar with the U.S. Citizenship & Immigration Services agency.**
- **Instruction is provided to multilevel classes ranging from basic literacy to high are required to attend a program orientation. The CLAS-E assessment is administered to determine the individual's placement. ELLs are put into classes that align with the corresponding level. During the one-on-one orientation, ELLs express their specific needs and desires. Instruction is developed based on results of CLAS-E assessment, student's interests and goals, life and work-skills.**
- **Instruction is supported by curriculum and series that integrates the four skill areas of reading, writing, listening and speaking. For example, Ventures which we use is a six-level, standards based, integrated skills series for English language learners that is aligned to WIOA, NRS, English Language Proficiency, and College and Career Readiness standards. The College and Career Readiness section includes 10 worksheets at each level, integrating learning activities that cover problem-solving, critical thinking and soft skills for workplace readiness. This series provides a structured curriculum for English language learners. Instruction is personalized, students are offered detailed progress reports which allows instructor to monitor and measure student progress. Instruction is provided in-class and worksheets are provided for independent study.**
- **Our program instructs the rights and responsibilities of citizenship by providing instruction on U.S. history and government, how to fill out the Naturalization form, and practice for the interview. Citizenship classes are offered in the summer for individuals who want to learn and understand rights and responsibilities of citizenship. Our program offers curriculum that includes lesson plans, readings, and worksheets focused on the content of the 100 civics and**

history questions on the test. The curriculum is adapted from Voices of Freedom: English and Civics for U.S. Citizenship and information provided by the United States Citizenship and Immigration Services (USCIS) website. From the USCIS website, citizenship instructors are provided with a toolkit that includes study and teaching materials, a pamphlet with the 100 questions, flashcards, and videos to integrate into individual instruction.

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.

ENMU-Ruidoso has established collaborative relationships between local institutions and businesses, such as Lincoln County Medical Center, Village of Ruidoso and Region IX to provide insight on the skills the learners will need. Many employers identified ELA and technology as priorities for their employees. With this in mind, we offered programs for English language acquisition that has online interactive courses and face-to-face instruction that prepare students with job training and career readiness needs. These programs are designed with a comprehensive blended curriculum with six-level standards-based, taking language learners from “low-beginning to advanced”. The curriculum covers grammar, language skills, pronunciation, and career readiness is integrated with technology at all levels of instruction.

We offered yearlong memberships to Burlington English. This program provides English and digital literacy content for ELA participants. Burlington English offers a complete and comprehensive program to help ELA with employability skills, career exploration, soft skills, career wordlists and career clusters, which help students acquire the career-specific English they need to succeed in their chosen careers. The Career Exploration & Soft skills component is a blended course designed to help students plan their career pathways, explore careers, and learn about educational and training opportunities. The skills covered are based on the U.S Department of Education’s Employability Skills Framework.

English pronunciation and clear understanding of English speech are skills that participants of the program have requested. Burlington English offers a cutting-edge speech trainer that was developed specifically, to teach spoken English. This is an invaluable tool to help develop pronunciation and listening skills.

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.

The program used state and local labor market information to identify local in-demand occupations. We guide students into certificate programs in Career Technical Education such as Certified Nursing Assistant and Cyber Security. We assist students with resumes, applications, and post-secondary credentials.

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: **10**
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.

ENMU-Ruidoso has established and will continue to foster the partnership with entities such as the Lincoln County Detention Center to offer Adult Education (AE) services to justice involved individuals. This year we offered the following services.

- **Adult education and literacy activities:**
 - **The AE program through distance education offered lessons to enhance literacy, learning, and comprehension.**
- **Integrated education and training:**
 - **Individuals in the Lincoln County Detention Center enrolled in an IET program in Construction Trades. Participants are working toward their CTE Certificate in Construction Trades while studying for the HSE.**
- **Concurrent enrollment:**
 - **We partnered with the Eastern Area Workforce Board to offer Occupational Certificates to individuals in the Lincoln County Detention Center. WIOA funds are paying tuition for 9 students enrolled in a Construction Trades program. Students are working on their HSE and College Certificate simultaneously.**
- **Transition to re-entry initiatives and other post release services with the goal of reducing recidivism:**
 - **“100- Hour Reentry Prerelease Program Curriculum” focus:**
 - **Employment Skills**
 - **Personal Development**
 - **Money Management**
 - **Values Clarification, Goal Setting & Achieving**
 - **Reentry Support Resources**
 - **Problem Solving & Decision –Making**
 - **Victim Awareness & Restitution**

We are actively referring and registering participants to the New Mexico Workforce Connection for career services while in the facility. The Lincoln County Detention Center's RISE (Restoring Individuals Safely and Effectively) program and ENMU-Ruidoso work together on individual career and training plans for participants upon their 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.

Our biggest challenge was capturing MSG's due to the Post TABE. We are working with the Detention Center to increase our in-person visits to increase frequency of TABE.

All the Lincoln County Detention Center participants attend class for a couple of hours a week and spend a lot of time working on their own using workbooks, study buddies and Edmentum and we cannot count those hours.

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	Date	Location
Kissee-Dowdell	Cheyenne	Navigator/Data Technician		Part	Associates	4	NMAEA	05/26-27/2022	Albuquerque, NM
							Fostering Community in Virtual Learning Environments	09/17/2021	Virtual
							Increasing College Success Among Nontraditional Students of Color	10/07/2021	Virtual
							Data Technical TA w/ Shannon Stangis of LiteracyPro	1x monthly	Virtual
							Improve Mental Health Outcomes: How to Support and Empower Students and Parents	06/15/2022	Virtual
							ATI Product Training	05/04/2022	Virtual
Taylor	Destini	Navigator/Data Technician		Part	Associates	5	NMAEA	05/26-27/2022	Albuquerque, NM
							Data Technical TA w/ Shannon Stangis of LiteracyPro	1x monthly	Virtual
							ATI Product Training	05/04/2022	Virtual

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							Gaming for Good: How Games Can Support Social-Emotional Learning	06/21/2022	Virtual
Omness	Coda	ABE Director		Part	Masters	15+	NMAEA	05/26-27/2022	Albuquerque, NM
Ortiz	Jessica	Advocate		Part	Masters	6	NMAEA	05/26-27/2022	Albuquerque, NM
Prelo	Ashley	Advocate/ESL Instructor/ABE Instructor		Part	Masters	8	NMAEA	05/26-27/2022	Albuquerque, NM
Hargis	Hank	ABE Instructor		Part	Masters	11	NMAEA	05/26-27/2022	Albuquerque, NM
Roberts	Ashley	Advocate		Part		>1	NMAEA	05/26-27/2022	Albuquerque, NM
							TABE 11&12 Certification Training	1/6/2022	Virtual
							Introduction to Quality Matters	3/8/2022	Virtual
							Designing Your Online Course	3/18/2022	Virtual
							Gauging Your Technology Skills	4/11/2022	Virtual
							Evaluating Your Course Design	4/27/2022	Virtual
							Exploring Your Institution's Policies	5/12/2022	Virtual
							Orienting Your Online Learners	5/18/2022	Virtual

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							Connecting Learning Theories to Your Teaching Strategies	6/15/2022	Virtual
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X. Fiscal Survey

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

1. Please 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. **90,933**
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. **0**

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

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

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

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

Total hours contributed	Fair Market Value per Hour	Total

6. Please indicate total fair market value of donated supplies and materials.
(e.g., books)
7. Please indicate total fair market value of donated equipment.
8. Please indicate the total fair market value of donated IT infrastructure and support.

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

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
2855	\$15	\$42,825

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)
--

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
Eastern Area Workforce Board-Startup Gen	37,787

B. Program Income Activities

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

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: ENMU-Ruidoso

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

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

*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 2A: Reportable Individuals by Age, Ethnicity, and Sex

Select Reporting
System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)	
	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)		
16-18	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	1	1	0	0	0	0	2	1	0	0	2	1	0	0	0	8
45-54	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
55-59	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	1	0	0	0	0	3	1	0	0	5	1	0	0	0	12

*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 2: Participants by Age, Ethnicity, and Sex

Select Reporting
System:

NRS FY 21-22

Agency: ENMU-Ruidoso

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	0	0	0	0	0	0	0	1	0	0	1	1	0	0	3
19-24	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	2	0	0	2	1	0	0	5

*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 3: Participants by Program Type and Age

Select Reporting
System:

NRS FY 21-22

Agency: ENMU-Ruidoso

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**	3	2	0	0	0	0	5
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	0	0	0	0	0	0
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	3	2	0	0	0	0	5

*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 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 21-22

Agency: ENMU-Ruidoso

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 Education al Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	0	0	0
ABE Level 3	0	0	0	0	0	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	0	0	0	0	0	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

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

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting
System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0
ABE Level 3	0	0	0	0	0	0
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
ABE Total	0	0	0	0	0	0
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	0	0	0	0	0	0

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

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

- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: $G = \text{Column D} / \text{Column B}$

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

Student:

NRS Table 4C

Select Reporting System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation										All Periods of Participation				
Enter ing Educ ation al Funct ionin g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET or Work place Litera cy Parti cipan ts Who Achie ved an MSG Other EFL Gain and Seco ndary Scho ol Diplo ma * (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gains (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gains (I)	Perce ntage Achie ving Meas urabl e Skill Gains (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipan ts Achie ved at Least One EFL Gain (L)	Total Num ber of Perio ds of Parti cipati on in Whic h a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (M)	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Whic h Parti cipan ts Achie ved an MSG Other EFL Gain and Seco ndary Scho ol Diplo ma * (N)	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ABE Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	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
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.

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

- **Period of Participation:** For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

Student:

NRS Table 4

Select Reporting System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

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				
Enter ing Educ ation in Func tion in g Level (EFL) (A)	Num ber of Parti cipan ts (B)	Total Num ber of Parti cipan ts Exclu ded from MSG Perfo rman ce (C)	Total Atten danc e Hour s for All Parti cipan ts (D)	Num ber Who Achie ved at Least One EFL Gain (E)	Num ber Who Attai ned a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent (F)	Num ber of IET or Work place Litera cy Parti cipan ts Who Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma * (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gains (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gains (I)	Perce ntage Achie ving Meas urabl e Skill Gains (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipan ts Achie ved at Least One EFL Gain (L)	Total Num ber of Perio ds of Parti cipati on in Which a Seco ndary Scho ol Diplo ma or Its Reco gnize d Equiv alent Was Attai ned (M)	Total Num ber of IET or Work place Litera cy Perio ds of Parti cipati on in Which Parti cipan ts Achie ved an MSG Other Than EFL Gain and Seco ndary Scho ol Diplo ma * (N)	Perce ntage of Perio ds of Parti cipati on with Meas urabl e Skill Gains (O)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ABE Level 2	1	0	31	0	0	0	1	0	0	1	0	0	0	0
ABE Level 3	2	0	34.75	0	0	0	2	0	0	2	0	0	0	0
ABE Level 4	2	0	139	0	0	0	0	2	0	2	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	5	0	204.75	0	0	0	3	2	0	5	0	0	0	0
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	5	0	204.75	0	0	0	3	2	0	5	0	0	0	0

- 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 5A

Select Reporting
System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

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	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
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

Student:

NRS Table 5

Select Reporting
System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	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
Attained any credential (unduplicated) *****	0	0	0	0	0	0

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that

postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row.

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting
System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

Participant Status on Entry into the Program (A)	Number (B)	
Employed	2	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	3	
Not in the Labor Force	0	
TOTAL	5	
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	1	0
Grades 9-12 (no diploma)	4	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)	5	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	
In Other Institutional Setting	0	

Participant Status on Entry into the Program (A)	Number (B)
TOTAL Institutional	0

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

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

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

Employment Status definitions:

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

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

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

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

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Student:

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

Select Reporting
System:

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Agency: ENMU-Ruidoso

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

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting
System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
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 ProgramsSelect Reporting
System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

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

Instructions for Completing Table 10

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

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

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.

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Student:

NRS Table 11

Select Reporting
System:

NRS FY 21-22 ▼

Agency: ENMU-Ruidoso

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

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

Instructions for Completing Table 11

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

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: ENMU-Ruidoso

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
	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)
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0	0