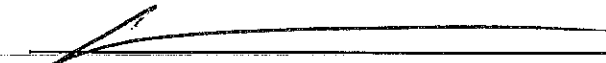


**Annual Program Report
Cover Page**

Program Name:	New Mexico Corrections Department – Reentry Division	
Institution or Organization:	New Mexico Corrections Department	
Address:	4337 NM-14	
City:	Santa Fe	
County:	Santa Fe	
Zip:	87508	
Main Phone:	505.252.2074	
Website:	http://cd.nm.gov	
Social Media:		
Workforce Region(s) Served:	Eastern Board	
New Mexico Counties Served:	All	
Submission Date:	10/11/2022	
Program Director, Manager, or Coordinator Name and Title:	Reentry Director Morgen Jaco (Acting Adult Education Director)	
Contact Information:	Phone(s):	505.252.2074
	Email:	Morgen.Jaco@cd.nm.gov
Alternate Contact Name and Title:	Deputy Education Administrator Roberto Madrid	
Contact Information:	Phone(s):	505.629.3389
	Email:	Robert.Madrid@cd.nm.gov


Signature of the Chief Executive Officer or Designee

10.11.22
DATE

Morgen Jaco, Reentry Director

Typed Name and Title:

Section I. Program Narrative Report

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

- 1. Describe your program briefly. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/37896>). Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.**

New Mexico Corrections Department (NMCD), Adult Education (AE) program spans New Mexico across ten Correctional Facilities. These include state- and privately-run facilities with demographics varying on age, race, sex, gender and offense type as well as a spectrum of student educational levels.

NMCD's AE program structure is founded on the Career Pathways Service Delivery Model, which aims to increase the likelihood that the student educational experience provides practical career tools for post-release success. The primary areas of focus for the current fiscal year is to cultivate a career culture beyond simply attaining a High School Equivalency (HSE) credential and develop the network needed to ensure students have the opportunities and the tools necessary to successfully transition back to their families and communities upon release. Success is dependent on aligning student goals with evidence-based pathways for career readiness and post-release success.

To assist participants with these goals, WIOA/ Title II funding is being used to offer adult education and skills development programs that accelerate achievement of high school equivalency diplomas and credentials among incarcerated individuals, those with limited English language skills, and the disadvantaged. The Title II funds are used for activities that guide eligible candidates (16 years and older) through essential skill development and other opportunities, such as obtaining postsecondary education, career technical education, and employment/career readiness. Such adult learning activities include:

- Effectively integrating technology into curricula and instruction.
- Effectively engaging community partners and coordinating services between school and community.
- Helping all students develop the skills essential for learning readiness and academic success.
- Development of programs and activities that increase the ability of teachers to effectively teach adults with disabilities and English language learners.
- Training educational staff on strategies to integrate rigorous academic content and provide effective career/technical education and work-based learning to help prepare students for post-secondary education and reentry into the workforce.

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

Since the last report, there has been turnover in the position of Education Administrator (i.e., AE Director). After hiring for this position in November of 2021, it was vacated in July of 2022. Operating a state-supported school within a correctional setting has a steep learning curve. The gap in institutionalized knowledge and turnover led to delays in implementing programming efforts, instructor anxiety regarding the direction of adult education within the department, and generally hindered progression toward WIOA/Title II goals. While this is normal for any program experiencing changes, it should be noted here. As the new Director comes on board, new goals will be developed and reported here.

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

COVID-19 presented NMCD with the opportunity to expand the use of technological resources and think outside the box in terms of service delivery and instructional methods. Technological resources include the use of Educational TV, a closed-circuit cable network that is utilized throughout the facilities. Tablets are being deployed throughout the correctional system to allow for wider availability of educational resources and increased instructional time; in addition, NMCD is in the planning stages of building out its own educational content on the tablet learning management system. With lockdowns and other restrictions due to the ongoing pandemic, instructors have provided instruction in the housing units and delivered homework, materials, and lessons through internal mail.

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

Program Name	Partner	Description	Formality
Project Echo	UNM	Health education and peer mentorship training	Formal
Roots of Success	Roots of Success	Program to enhance environmental literacy	Informal
PA Boot Camp	CNM	Film production assistant training through CNM	Informal
Fathers Building Futures	Fathers Building Futures	In-reach program to provide cognitive and relationship skills for transition into paid carpentry positions upon release	Informal
Employability Workshops	Goodwill of NM	Pre-release employability skills training	Informal
NCCER REW (Core, Level 1 and 2 electrical) NCCER CEW (Level 3 and 4 Electrical) NCCER Core NCCER Carpentry	National Center for Construction Education & Research NCCER	NCCER develops standardized construction and maintenance curriculum and assessments with portable credentials. These credentials are tracked through NCCER's Registry System that allows organizations and companies to track the qualifications of their craft professionals and/or check the qualifications of possible new hires	Formal

Welding Heavy Equipment Operator (CAT Simulator)			
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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%	30.7%
Credential Attainment Rate	20.4%	N/A
Employment (Second Quarter After Exit)	25%	0%
Employment (Fourth Quarter After Exit)	35.3%	50%
Median Earnings (Second Quarter After Exit)	\$3,220.00	N/A

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.**

Measurable Skills Gains:

Facility interruptions (Covid-19 restrictions, two private-to-public facility transitions, security lockdowns, personnel) present an ongoing obstacle to continuous classroom instruction and therefore student attainment. Adult Education (AE) staffing churn and retirements reflect those felt by organizations nationwide, and hiring remains difficult at correctional facilities outside of metropolitan areas.

Newly hired instructors increase enrollments after an initial onboarding and progressive acclimation to the unique circumstances of correctional instruction. NMCD continues to refine recruiting and retainment practices for AE instructional staff. Staff creatively address interruptions by organizing and distributing learning packets tailored to individual learners. Interruptions have trended downward in Q4 and the pace of hiring remains vigorous.

More effective management practices increased graduations at facilities with historically low High School Equivalency completions, as did Otero County's switch to HiSET from GED.

In FY22 NMCD invested in digital tablets and the statewide facility IT infrastructure to support their rollout in Q3 and Q4. The wide range of content includes Edgenuity, a leading provider of K-12 online curriculum, and Essential Education, a provider of quality AE content. NMCD will continue to direct students to these resources in FY23 to supplement staff instruction and provide greater educational access outside of the classroom. The creation of a new role for managing and implementing tablet content will create additional paths of access and learning. NMCD will continue to explore AE instructional modalities.

Credential Attainment, Rate Employment (Second Quarter After Exit),

Employment (Fourth Quarter After Exit), Median Earnings (Second Quarter After Exit):

NMCD is continuing to network and develop the necessary and vital partnerships that are needed for incarcerated individuals releasing into New Mexico communities. This coordination of care is important to ensure correctional facility programming efforts are built upon once released into the community.

While this need is essential, it is also a challenge since individuals in each facility are releasing to a wide variety of localities in the state. To help address this complication, the program is building a partnership with different entities throughout the state in a collaborative effort for releasing students that are connected to a statewide network of organizations that are able to assist individuals through transition toward building stability and improved outcomes. It is also the case that through this network NMCD can obtain data to improve programming and service efforts.

Improvement initiatives with explicit attention to interactions between education and career goals, divisional processes, and anticipated outcomes has greater potential to influence program implementation and quality, leading to site improvement. Improvement initiatives include professional development, training in differentiated instruction, data input/implementation, and pedagogical/andragogical approach to teaching (collaborative, integrative, and reflective).

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

NMCD will be focusing on three areas of potential improvement: policy and procedure development, training and implementation, and evaluation through data and research. The beginning phase of new initiatives is to develop and/or update changes to existing procedures that may lead to better attendance rates, teacher and student engagement, and coherence with performance measures, which will assist students in achieving educational goals.

Staff training at all work locations is vital to ensuring that program initiatives are implemented with fidelity at all facilities. This will also assure that all staff are equipped with the tools and resources needed to create an educational environment that supports not only our students, but staff as well. Training will also ensure that NMCD programs are aligned with the WIOA plan which focuses on career and educational services for all returning justice involved citizens. Training will also consist of learning and implementing new technological resources. In FY22 NMCD invested in digital tablets and the statewide facility IT infrastructure to support their rollout. The wide range of content includes Edgenuity, a leading provider of K-12 online curriculum, and Essential Education, a provider of quality AE content. NMCD will continue to direct students to these resources in FY23 to supplement staff instruction and provide greater educational access outside of the classroom. The creation of a new role for managing and implementing tablet content will create additional paths of access and learning. NMCD will continue to explore AE instructional modalities.

Third, evaluation of program data and retrieving data from different departments, such as New Mexico Department of Workforce Solutions, is critical to program improvement. Evaluation of data will determine whether procedures are having the intended outcome, and if the educational objectives are not being achieved, so that NMCD can determine whether the procedures need further adjustment or the implementation needs to be improved. Data can also assist with development or adjustment of training/retraining for improved implementation. Gathering of data from different NM departments is utilized for quality monitoring in order to respond to educational challenges, improve programming, increase efficiency, and lower recidivism rates.

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.)

According to the table below, a high-level overview is shown of what has changed over the last five years. At present, the data reveals NMCD must increase enrollments and-or increase the conversion rate.

There is a 41% drop in participants between FY18 and FY22 and 23 % drop in inmate count. The conversion rate of participants has stayed relatively flat between FY19 and FY21. Even if 10% of eligible inmates (>12 hours attendance) in FY22 had attained their HSE we would only have 107. The drop between FY18 and FY19 may be due to the introduction of TABE 11/12. Nationally, there was a decrease in students passing the assessment, as it is a higher level and harder test than the previously used TABE 9/10. Our numbers may have been adversely affected by approximately nine fewer instructors compared with FY20.

FY	HSE	% MSG	% Participants gained HSE	Participants	Inmate Count
22	82	31.0%	7.60%	1079	5474
21	111	31.6%	9.70%	1145	5692
20	134	40.3%	8.70%	1540	6172
19	150	34.0%	9%	1662	6865
18	242	47.0%	13%	1807	7161

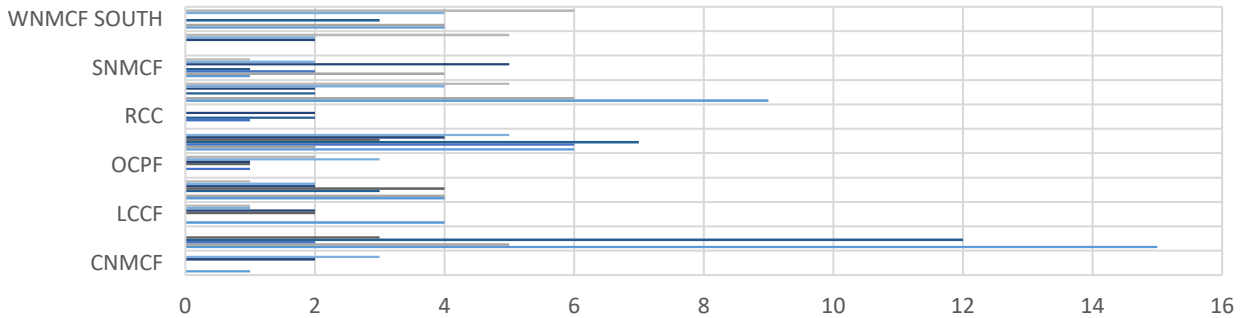
The table below highlights the likely impact of TABE 11/12. This table shows the entry NRS levels of students entered in to LACES. In FY18 54% tested at NRS 4 and above. This dropped to 26% in FY19 and In FY22 it was 16%. We now have to move students through a greater number of levels before they are ready to take the HiSET.

	FY 22 Student Count	FY22 % Students	FY21 Student Count	FY21 % of Students	FY20 Student Count	FY20 % of Students	FY19 Student Counts	FY19 % of Students	FY 18 Student Counts	FY 18 % of Students
NRS 1	81	9%	90	10%	150	11%	114	8%	58	4%
NRS 2	284	32%	277	31%	402	29%	340	24%	187	11%
NRS 3	370	42%	386	43%	565	41%	555	39%	493	30%
NRS 4	131	15%	122	13%	212	15%	312	22%	532	32%
NRS 5	12	1%	28	3%	36	3%	50	4%	184	11%
NRS 6	0	0%	2	0%	3	0%	47	3%	183	11%
	878		905		1368		1418		1637	

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.

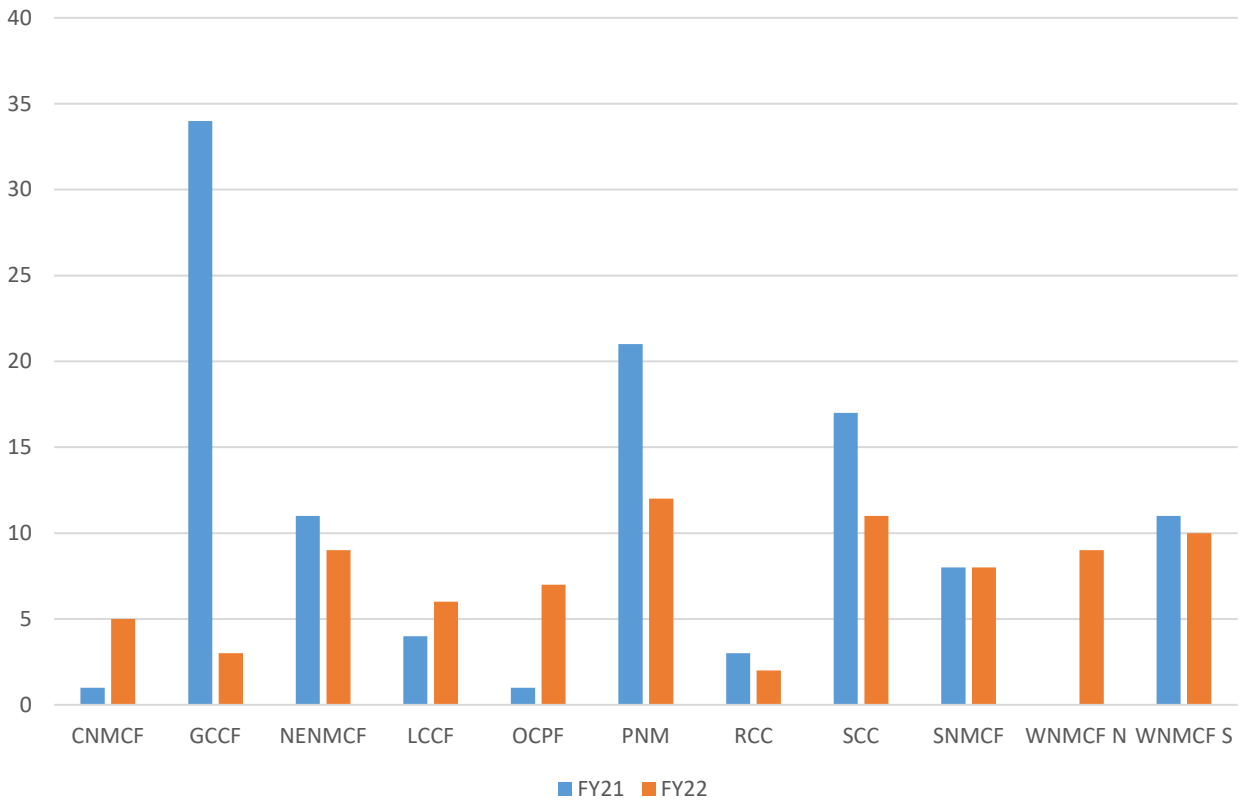
By using data to examine individual facility trends, facility comparison regarding practice and procedure has emerged as a significant comparator. The comparison supported previous reviews, which revealed those facilities that diligently follow enrollment, testing, and data entry procedures do produce the highest percentages of measurable skill gains, and it also revealed the facilities with the lowest percentages this year were those at which there was a roll-over in key staff positions, especially the supervisor position. As a result, we plan to ensure more training for new supervisors and professional development for existing supervisors that is specific to AE procedures.

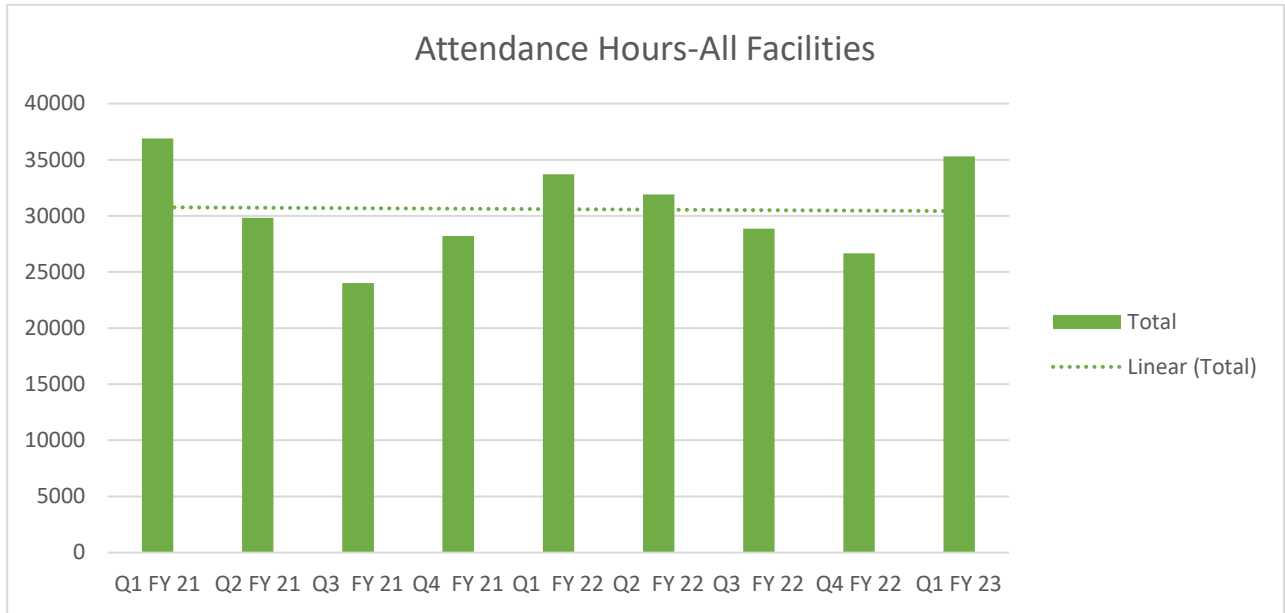
HSE Pass



	CNMCF	GCCF	LCCF	NENMCF	OCPF	PNM	RCC	SCC	SNMCF	WNMCF North	WNMCF SOUTH
Q4 FY22	0	0	1	1	2	0	0	5	1	5	6
Q3 FY22	3		1	2	3	5	0	4	2	2	4
Q2 FY22	2	0	2	2	1	4	2	2	5	2	0
Q1 FY22	0	3	2	4	1	3	0	0	0	0	0
Q4 FY21	0	12	0	3	0	7	2	2	1	0	3
Q3 FY21	0	2	0	0	1	6	1	0	2	0	0
Q2 FY21	0	5	0	4	0	2	0	6	4	0	4
Q1 FY21	1	15	4	4	0	6	0	9	1	0	4

HSE Passes by Year and Facility





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	1079	\$12.98	\$14,005.17
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	ABE Level 1 - 79 ABE Level 2 - 280 ABE Level 3 -362 ABE Level 4 – 127 ABE Level 5 – 11 ABE Level 6 - 0 Total: 859 ESL Level 1-6 0	0	0
Referrals to and coordination of activities with other programs and services.	Career Service	Project ECHO – 124 Northern Board – 10 HEO/CAT Simulator Southern Board – 8 HEO/CAT Simulator	0	0

		Gordon Bernell – 2 DVR – 10 Women in Leadership – 40+		
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service	1079	\$276.02	Personnel and Benefits \$152,638.71 Personnel Training and Travel \$9,912.24 Purchased Equipment, Materials, Services \$135,277.75
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	Yes Applications 228	0	0
Integrated Education and Training (IET) programs	Training Service	0	0	0
Grand Totals:	N/A	N/A	\$289.00	\$311,833.87

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

The procedures in place to ensure NMCD AE program services are aligned with the WIOA plan is to focus on utilizing as many features of individualized career services as possible so that each incarcerated participant releases into the community with a developed individual employment plan (IEP) or transition plan. Once academic and employment goals are set, students then work to complete as many goals as possible prior to release so that they are better prepared to be effective employees after the transition into the community. If these participants still need to complete portions of the transition plan after release, they can transfer into WIOA partner programs with as many elements of the individualized career services as possible already in place along with their portfolio documenting their previous work.

In order to ensure each participant completes as many goals associated with the transition plan as possible before release, their projected release dates are a factor in prioritizing goals and determining appropriate concurrent enrollment in multiple programs and services as needed. Since NMCD program resources are limited, the transition plan provides a means through which NMCD program providers may justify prioritization for justice involved individuals with a smaller amount of time remaining before release to complete needed programs before those participants with longer sentences. Another benefit to setting employment goals with the projected release date as a primary factor is that it ensures sufficient time before the participant's release to complete other employability or CTE programs. Shorter-term projects or classes are included to ensure that pre-vocational and soft skills such as communication and professional conduct and workforce preparation activities such as digital literacy and understanding systems are addressed to the greatest degree possible given the time available.

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?

In order to provide a smooth transition upon release and to prevent duplication of efforts, AE program students will develop and maintain transition plans that include individual employment plan history and goals aligned with Workforce center procedures. Regional occupational needs based on the region and community to which the individual offender expects to release as well as any employment limitations due to the specific felony shall be taken into consideration for determining appropriate employment goals. NMCD will start the One-Stop process while the justice involved individual is incarcerated, prioritizing the designation of time and resources to the program to ensure success. Additional financial arrangements will be discussed with NMCD administration and LWDB(s)

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.

NMCD is working on updating the MOU during this fiscal year. NMCD is working with The Eastern, Southern, and Northern board region and looking at conducting similar MOUs with the other regional board in the near future.

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?**

NMCD's AE program structure is founded on the Career Pathways Service Delivery Model, which aims to increase the likelihood that the student educational experience provides practical career tools for post-release success. Similar to CPI Year, 2, the primary areas of focus for the current fiscal year is to cultivate a career culture beyond simply attaining a High School Equivalency (HSE) credential and develop the network needed to ensure students have the opportunities and the tools necessary to successfully transition back to their families and communities upon release.

Several essential components of the Career Pathways Service Delivery Model are utilized to help build momentum toward shifting the focus from attainment of an HSE credential to improving job and career opportunities for participants. Three components have been identified to facilitate a shift to a career culture: contextualized instruction, individual life and career plans, and onboarding. Moving toward contextualized instruction assists program participants with academic learning by integrating it into job-based skills. Individual life and career plans are being modified to ensure they correspond with the goals of developing an open mindset, economic self-sufficiency, positive family role modeling, contributing to the community, and living pro-socially. Onboarding procedures and processes smooth the transition from recent incarceration to structured programming.

- 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.**

NMCD is currently working on an interagency commitment to career planning and advising in an effort to foster better coordination of programs and services. This will assist our students in navigating through changing landscapes to build on integrated systems for career pathways. NMCD administration is developing policies and programs to expand partnerships and transitional activities that could allow local career pathways to mature, both inside the walls as well as outside in the communities.

- 3. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:**

- i. A full list of all IET programs offered in the reporting year period.**
- ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINC checklist:**

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

NMCD is looking at different IET programs to fulfill the requirements set out by the IET program (34 CFR 463).

- 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.**

NMCD is currently working on creating quality IET programs that meet the needs of employers and learners. NMCD is establishing formal and informal partnerships (i.e. Northern Workforce Board & Help NM) for training, support services, and IET development and implementation process.

Section VI. Curriculum and Instruction

- 1. Please describe your program's orientation and onboarding process.**

NMCD is currently developing a more informative orientation and onboarding process for new program participants. At this moment, recently incarcerated individuals attend a committee meeting organized by several facility program providers, including Reentry Division staff, who discuss specific program processes. In FY21-22, NMCD trained Classification staff on the COMPAS risk, needs, assessment tool, which allows for greater insight into individual criminogenic needs, including educational needs. As this tool is implemented, Reentry is seeking to design informational materials that describe and detail educational processes, procedures, and policies. NMCD is exploring the viability of an onboarding process with rolling educational schedules.

- 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.**

Intensity of instruction varies with the security level in which the enrolled students are housed, playing a large role in the number of instructional hours available to a student in a week. Students housed in the highest security settings have the least access to instructors or class time with as little as one hour per week. For these students, technology is helpful at times, but since access to it is also limited, instructional packets are still the most practical means of increasing the amount of time these students participate in some form of instruction. Fortunately, these students only represent a small percentage of NMCD AE students. In addition, many of these students are able to transfer to lower security settings over time and are then able to participate in classes with far higher intensity of instruction. For the students housed at the lowest two security levels, instructional hours are normally ten to twelve hours per week, and are limited by facility schedules and the requirement that inmates maintain facility jobs. Students housed at security level three facilities receive twelve to fifteen hours of instruction per week.

Quality of instruction is difficult to maintain over time, especially during periods when facilities experience a high staff turnover rate. Evidence that program procedures are effective is revealed in annual audits, which consistently show that facilities with the highest ratings for following procedure also have the highest ranking for percentage of students achieving measurable skill gains, but there is far more to quality instruction than following procedures. To maintain high quality instruction, the program coordinator focuses on providing professional development and effective instructional resources, and utilizes data reviews plus facility audits to determine instructional areas or locations that need more attention.

- 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.**

NMCD utilizes distance learning through correspondence courses wherein the students correspond via internal mail and technical platforms such as digital tablets. NMCD is utilizing technology to improve service and delivery in two ways. One is utilizing computers with instructional programs available in classrooms to help meet the needs of students who need visual aids or immediate feedback available in computer-based instruction programs. NMCD has invested in an additional 140 tablets during the last FY21 this has increased many opportunities for educational and career-based programming/resources.

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.

NMCD aligns its school curriculum to Career and College Readiness Standards. By doing this, student achievements in adult education are aligned with the expectations of employers and postsecondary institutions.

TABE 11/12 assessment aligns CCRS to the curriculum through its blueprint resource (TABE 11/12 has blueprints accessible at <https://tabetest.com/resources-2/testing-information/blue-prints/>). These blueprints give clear standards that allow educators to understand where to focus their efforts and shape and individualized instruction. Classroom activities, assignments, and a range of formative and summative assessments all help determine whether or not students are absorbing the essential skills and knowledge included in the standards. Following CCRS forges a stronger link among adult education, postsecondary education, and the world of work. This resource is critical in showing what is expected and required for success in colleges, technical training programs, and employment in the 21st century.

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

Reading Horizons is a reading program for lower level readers, which utilizes tiered instructional strategies in lesson plans that begin with phonemic awareness and continues into phonics and fluency. As readers progress, there are two programs by Scholastic Education that build on fluency and provide reading material and activities to improve comprehension. Several facilities are also utilizing classic novels for reading and discussion to increase comprehension as well as critical thinking skills.

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

Based on research showing employment engagement increases productivity, lowers turnover, and improves job satisfaction, Reentry provided a division-wide engagement survey. The goal was to learn where the Division could make improvements in mission, messaging, and direction, among other things, so as to increase the quality of instruction – more satisfied teachers produce better outcomes for learners. By increasing communication in these areas, Reentry continues to create a space in which instructors can find support and trade knowledge.

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

For this section, if the program received IELCE funding for 2020-2021, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

- 1. Please indicate the number of IELCE students (12+ hours) served:

N/A

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

N/A

- 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.

N/A

- 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.

N/A

- 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.

N/A

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:

1079

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.

There are two areas of focus NMCD is currently dedicated to. First, meeting or exceeding the state target for overall level gains and HSE/HSD completers that has been followed over the past few years. Secondly, students will be able to utilize the skills acquired through program participation to build a strong foundation for success after release.

In order to increase level gains, NMCD has and is working toward improving student motivation, by focusing on linking instruction and academic achievement to student opportunities for a more successful future after release. Reentry staff are assisting in accomplishing NMCD's primary goal by utilizing various learning applications, expand the use of technological resources and thinking outside the box in terms of service delivery and instructional methods to students (digital tablets, ETV, Digital Interactive Whiteboards).

Students under the age of 22, also have the opportunity to receive a high school diploma through Edgenuity. Edgenuity is an online curriculum that aligns to the national standards, NGSS, and state standards. It's used to supplement classroom instruction, in a fully virtual implementation, and for both initial and credit recovery to gain a high school diploma. This curriculum and virtual learning allows NMCD to expand course offerings, offer more flexible learning options, and staff highly qualified, state-certified virtual instructors.

The secondary area of focus for the current fiscal year is shifting from solely achieving High School Equivalency (HSE) credentials to include a career and life change culture. This helps develop the network needed to ensure students have the opportunities and the tools necessary to successfully transition back to families and communities upon release.

Essential components of this goal are utilized to help build momentum toward shifting the focus from attainment of an HSE credential to improving job, life, and career opportunities for participants. Shifting to a career culture, three other components have been utilized: contextualized instruction, individual life and career plans, and onboarding. NMCD is looking at contextualizing instruction through both Mockingbird and AHA! Curriculums. These two programs assist to build a career culture and shift returning citizens to a mindset that encourages change and autonomy. Through both programs, students are asked to take a deep dive and analyze their current situation. Students then try to resolve their problems by setting realistic and attainable goals in life, family, and career readiness. This reentry model provides citizens returning from incarceration and their families a comprehensive, community and relationship-based approach to reentry that begins in prerelease and follows through with long-term support. These programs engage and bring together incarcerated individuals, volunteers, community organizations, and others, to establish a support system that can create better outcomes. Students can leave the program with life goals, a career plan, self-confidence and more support, lowering the probability of returning to a correctional setting.

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.

NMCD would benefit from further technical assistance formalizing partnerships with the local workforce boards and ongoing, relevant professional development geared toward correctional education for instructional staff.

IX. Staff and Professional Development - PNM

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience development received in 2021-2022. Please fill out all the information requested.

In adult education, and professional

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
							MRU Library Poetry Study Group	7/6/2021	2	PNM
							MRU Library Poetry Study Group	7/13/2021	2	PNM
							S. F. Public Library Reading Group	7/27/2021	2	PNM
							S. F. Public Library Reading Group	8/3/2021	2	PNM
							S. F. Public Library Reading Group	8/10/2021	2	PNM
							S. F. Public Library Reading Group	8/17/2021	2	PNM
							Civil Rights State Personnel Office Annual Requirement	8/20/2021	2	PNM
							MRU Library Poetry Study Group	9/24/2021	2	PNM
							Golden Age of Gaming	9/30/2021	2	PNM
							MRU Library Poetry Study Group	10/5/2021	2	PNM
							Oploid Use Disorder Presentation	10/8/2021	2	PNM
							2021 FERPA 101: LEA	10/27/2021	1	PNM
							2021 FERPA: Colleges and Universities	10/27/2021	1	PNM
							2021 FERPA: Data Sharing Under FERPA	10/27/2021	1	PNM
							NM Library Association Conference (Virtual)	10/21-22/2021	6	PNM
							MRU Library Poetry Study Group	10/26/2021	2	PNM
							Accompanying the Young Reader: Helping to Choose Appropriate Books	11/3/2021	1	PNM
							Strategic Planning in a Deeply Weird World: The Flexible Roadmap Field Guide	11/12/2021	1	PNM
							The Library Community Moving Forward in the New Normal	11/13/2021	1.25	PNM
							Driver Ed. Training	11/15/2021	1	PNM
							Problematic Award-Winning Texts: Daniel Boone, the Newbery Award, and Children's Librarianship	11/15/2021	1	PNM
							and Children's Librarianship	11/26/2021	1	PNM
							Supporting Formerly Incarcerated Individuals w/ Fresh Start at your Library - Webinar	12/4/2021	1.5	PNM
							-Webinar	12/10/2021	2	PNM
							PTSD & ACE Training	12/14/2021	3	PNM
							Legal Access Training	12/14/2021	3	PNM
							Book Carsonsip in Prisons Webinar	12/14/2021	1	PNM
							Tackling Racism and Bias in the Library Catalog Webinar	1/10/2022	1.5	PNM
							LibLearning X Virtual Conference	1/10/2022	1	PNM
							(Library Learning Experience)	1/21-24/2022	18	PNM
							Responding When COVID Comes to Your Library: Learning From Real Stories	2/2/2022	1.25	PNM
							Orientation to Legal Research Webinar series : U.S. Case Law	2/2/2022	1	PNM
							Santa Fe Librarians Virtual Meeting	2/4/2022	1.5	PNM
							Orientation to Legal Research Webinar Series: Federal Statutes	2/19/2022	1	PNM
							Promote Community Engagement and Challenge Prejudice with a Human Library-Webinar	3/13/2022	1	PNM
							Taking Care of self, Staff and Community	3/19/2022	1	PNM
							Understanding Evidence and Ho Librarians can Help	3/27/2022	1	PNM
							Gallo to the Heart of the Community Through Discovery	4/12/2022	1	PNM
							Towards a Mindful Practice in Library Work	4/16/2022	1	PNM
							The Myth of the Work/Life Balance for Small Library Directors	5/8/2022	1	PNM
							We Can't Go It Alone: Community-centered Collaborations During COVID-19 Webinar	5/21/2022	1	PNM
							ALA Annual Conference	6/24-6/28/2022	20	PNM
							ALA Annual Conference	6/24-6/28/2022	20	PNM
							CBLCA Training	3/14-3/17/2022	32	PNM
							Inside Out: Dad Master- Facilitator Training	3/25/2022	3	PNM
							40-Hour Training	3/29-4/1/2022	28	PNM
							Defensive Driving Course	2/26/2022	6.5	PNM
							2021 FERPA 101: LEA	5/13/2022	1	PNM
							2021 FERPA: Colleges and Universities	5/13/2022	1	PNM
							2021 FERPA: Data Sharing Under FERPA	5/11/2022	1	PNM
							OU/DOD Prevention Training	7/26/2021	2	PNM
							APDS Tablet training	8/3/2021	1	PNM

Atkinson

Carnille

Cognitive Instructor

N/A

Full Time

PHD

30

Employee Name	Position	Contract Type	Education	Hours	Training/Professional Development	Start Date	End Date	Days	Notes
Roehr	John	Contract Educator	N/A	Full Time	Bachelor's	10			
Weed	Leah	Contract Educator	N/A	Full Time	Masters	24			
									<ul style="list-style-type: none"> First Aid/CP/RAD Corrections 101 Social Emotional Learning Lesson Planning Using Brain-Based Learning and the 4 Cs Between a Rock and a Famously Plagiarized Metaphor: How Plagiarism Can Make Better Writers A Career for Every Student Corrections: Collaborative, Communication, Cooperation NMAEA Teacher's Institute Oploid Use Disorder Presentation NMAEA Teachers' Institute 2021 FERPA: Colleges and Universities 2021 FERPA: Data Sharing Under FERPA 2021 FERPA 101: LEA De-Escalation Training PTSD & ACE Training Oploid Use Disorder Presentation NMAEA Teacher's Institute: Lesson Planning Using Brain-Based Learning and the 4 Cs NMAEA Teacher's Institute: Between a Rock and a Famously Plagiarized Metaphor: How Plagiarism Can Make Better Writers NMAEA Teachers Institute: A Career for Every Student NMAEA Teachers Institute: Corrections: Collaborative, Communication, Cooperation 2021 FERPA 101: LEA 2021 FERPA: Colleges and Universities 2021 FERPA: Data Sharing Under FERPA De-Escalation Training PTSD & ACE Training 40 Hour Training
							4/22/2022	7	PMM
							6/13-6/17/2022	36	PMM
							9/29/2021	2.5	PMM
							10/1/2021	1	PMM
							10/1/2021	1	PMM
							10/1/2021	1	PMM
							10/1/2021	1	PMM
							10/6/2021	2	PMM
							10/21/2021	3	PMM
							10/27/2021	1	PMM
							10/27/2021	1	PMM
							10/27/2021	1	PMM
							11/12/2021	2	PMM
							12/10/2021	2	PMM
							10/8/2021	2	PMM
							10/21/2021	1	PMM
							10/21/2021	1	PMM
							10/21/2021	1	PMM
							10/21/2021	1	PMM
							10/27/2021	1	PMM
							10/27/2021	1	PMM
							10/27/2021	1	PMM
							11/12/2021	2	PMM
							12/10/2021	2	PMM
							5/17-5/19/2022	30	PMM

IX. Staff and Professional Development - SNMCF

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience received in 2021-2022. Please fill out all the information requested.

In audit, education, and professional development

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Azua	Sonia	Libertarian/ Legal Access Monitor	N/A	FT	Bachelors	5	FastCase Training; FERPA; Collaboration: The connecting of a Community PTSD & ACE Essential Ed: Move Ahead Exploring Virtual Material Overdose Prevention Beliefs & Views: Self-Injurious Behavior in the Incarcerated Population Harm Reduction Bridging the Gap Equity in AE Library of Congress Training Course In it to Win It Transgender Persons in Custody Parenting in Prison Selecting Inclusive Library Materials Families and Children in Correctional Facilities Reach Up, Reach Out - Bringing Books to Life: Reducing Recidivism Through a Library Gardening Program Future Proof Adult Learning Skills Ready Harm Reduction FERPA	10/18/2021 10/22/2021 12/29/2021 1/13/2022 1/21/2022 4/22/2022 5/18/2022 5/12/2022 4/29/2022 4/26/2022 4/25/2022 12/6/2021 6/30/2022 2/25/2022 1/13/2022 1/13/2022 3/29/2022	3 Virtual 1 Virtual 1 SNMCF 2 Virtual 1 Virtual 1 SNMCF 2 Virtual 1 SNMCF 1 SNMCF 1 Virtual 1 Virtual 12 Virtual 3 Virtual 2 Virtual 2 Virtual 3 Virtual 2 Virtual 3 Virtual 1 Virtual 2 Virtual 3 Virtual 5 Virtual 3 SNMCF	
Camargo	Sergio	AE Instructor	N/A	FT	Bachelors	15	Essential Ed: Move Ahead NMAEA/NMHEd Registrar Training FERPA	3/29/2022 3/29/2022 3/29/2022	2 5 Virtual 3 SNMCF	
Campos	Miguel	SPED Instructor	N/A	FT	Masters	5	FERPA TAFE Essential Ed NMAEA/NMHEd Registrar Training FERPA	1/13/2022 1/13/2022 1/13/2022 3/29/2022 3/29/2022 12/18/2022	1 Virtual 1 Virtual 2 Virtual 5 Virtual 3 SNMCF 1 Virtual	
Cunningham	Kayla	AE Instructor	N/A	FT	Masters	5	TAFE NMAEA CERT Training Registrar Training FERPA	6/26-8/27/22 3/29/2022 3/29/2022	14 ABO, NM 40 Santa Fe, NM 3 SNMCF	
Name	Vicki	AE Instructor	N/A	FT	Bachelors	19	FERPA TAFE Essential Ed: Move Ahead Registrar Training Cultural Competency	10/22/2022 10/22/2022 1/13/2022 3/29/2022	1 Virtual 1 Virtual 2 Virtual 3 SNMCF 2 SNMCF	
Quinnorez	Cristal	Cognitive Skills Instructor	N/A	FT	Bachelors	3	FERPA MRT Facilitator Iod Facilitator	8/22-8/25/22 8/5/2022	1 Virtual 30 Virtual 4 Virtual	
Trejo	Jessica	Reentry Coordinator	N/A	FT	Bachelors	1	FERPA Collaboration COMPAS/Reentry Community of Practice for Reentry APD/SOSHA MERC/Masterlow-Enhanced Reentry Capital Index Justice-Impacted Citizens Delaney Street TioT COMPAS	10/22/2022 10/19/2021 11/19/2021 3/25/2022 3/18/2022 4/6/2022 5/18/2022 5/18/2022 8/26/2022	1 2 20 Santa Fe, NM 2 2 Virtual 2 Virtual 2 Virtual 2 Virtual 32 Santa Fe, NM	
Haltwyler	Alex	Programs Manager	N/A	FT	Bachelors	8	Program Manager's training Program Manager's meeting FERPA TAFE Overdose Prevention Harm Reduction Cultural Competency SPO Manager's Training	11/16/2022 10/17/2022 10/17/2022 3/25/2022 3/25/2022 3/25/2022 3/25/2022	16 Virtual 8 Santa Fe, NM 1 Virtual 1 Virtual 1 SNMCF 1 SNMCF 2 SNMCF 4 Virtual	

IX. Staff and Professional Development - WNMCF S & N

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience development received in 2021-2022. Please fill out all the information requested

In adult education, and professional

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Aldaz	Sue/Vamnah	Registrar	N/A	Full Time	HSD w/ some college	2yrs	TABE/ HSEIT training	8/1/2020		10 Online
Cooper	Roxanne	Library	N/A	Full Time	HSD	4yrs	Zoom training for Library Legal access	2022		4.5 WNMCF N
Easternwood	Debbie	ABE Instructor	N/A	Full Time	BA	4yrs	Education workshop in Albuquerque	8/26-8/27/2022		16 Albuquerque
Stevenson	Debra	Reentry	N/A	Full Time	HSD	2yrs	Compu training	11/21/2022		24 Santa Fe

IX. Staff and Professional Development - CNMCF

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience, education, and professional development received in 2021-2022. Please fill out all the information requested.

In audit

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Arlath	Fred	RDC Registrar	N/A	Full	Masters Degree	8	N/A	N/A	N/A	N/A
Chine	Marsha	ABE Instructor	N/A	Full	Masters Degree	27	FERPA awareness training NMAEA Online/Tech Re-examining tech Career Readiness Skills HSE Lesson Planning Webinar Training for Reentry OPRE/EPD	10/19/2021 5/28-5/27/2022 10/1/2021 10/1/2021 10/1/2021 8/30/2021 10/20-10/21/2021	N/A	2 Webinar CNMCF 16 Albuquerque 2 Webinar CNMCF 2 Webinar CNMCF 2 Webinar CNMCF 8 Webinar CNMCF 14 Santa Fe
Marrocci	Pam	Reentry Coord	N/A	Full	Bachelor	11				
Montoya	Aaron	ABE Instructor	N/A	Full	Bachelor	10				
Treglown	Aleksandra	Cognitive Intr	N/A	Full	Masters Degree	10	NMAEA Inside Out Dad Online/Tech Re-examining tech Career Readiness Skills HSE Lesson Planning Increasing engagement Back to Basics (Acrobat DC) Creating an active classroom FERPA Training	5/28-5/27/2022 3/25/2022 10/1/2021 10/1/2021 10/1/2021 9/10/2021 9/23/2021 10/20/2021 10/22/2021	N/A	16 Albuquerque 8 Santa Fe webinar 2 Webinar CNMCF 2 Webinar CNMCF 2.5 Webinar CNMCF 3 Webinar CNMCF 3 Webinar CNMCF 6 Webinar CNMCF 1.5 Zoom 1.5 Zoom
Wrightson	Kimberly	ABE Instructor	N/A	Full	PHD	28	6 IET LACES Beyond Rediverr: Research on the Value of Postsecondary Edu. Making Your Mark with Microcredentials Consortium for Citizens with Disabilities Briefing NM CPI - Using the Career Pathway Maps CPI New Program/New Leadership TAC Group Mockingbird Training Data Technical TA ATLO Training Accelerate Math Learning Nccer Online Training NM CPI Training for New Programs / New Leadership Part 1 TABE Training NM CPI Training for New Programs / New Leadership Part 2 Transition Planning and Program Development The Importance of Teaching Orthography and Vocabulary Strategies NMAEA NM Career Pathways Virtual Symposium	1/1/2022 4/12/2022 5/28-5/27/2022 6/3/2022		2 Zoom 16 Albuquerque 4 Zoom
Madid	Roberto	Deputy Education Administrator	N/A	Full	Masters Degree					

IX. Staff and Professional Development - RCC

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience development received in 2021-2022. Please fill out all the information requested

in audit education, and professional

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Green	Craig	Educator	N/A	Full Time	PhD	1	TABE Certification	2022	2	RCC
Maes	Lana	Reentry Coordinator	N/A	Full time	Some College	8+	COMPAS	2022	40hrs	CNMCF

IX. Staff and Professional Development - LCCF

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience, and professional development received in 2021-2022. Please fill out all the information requested

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Darnell	Frances	Academics Instructor	NA	Full Time	Bachelors of Science	21 Years	Suicide Intervention	9/9/2021	1.5 LCCF	
							Staff and Detainee	9/9/2021	1.0 LCCF	
							Covid-19 Training	9/9/2021	0.5 LCCF	
							CCP2	9/9/2021	2 LCCF	
							0.5 LCCF	9/9/2021	0.5 LCCF	
							0.5 LCCF	9/9/2021	0.5 LCCF	
							0.5 LCCF	9/9/2021	2.5 LCCF	
							0.5 LCCF	9/9/2021	0.5 LCCF	
							0.5 LCCF	9/9/2021	0.5 LCCF	
							0.5 LCCF	9/9/2021	1.0 LCCF	
							0.5 LCCF	9/9/2021	0.5 LCCF	
							0.5 LCCF	9/9/2021	1.5 LCCF	
							0.5 LCCF	9/9/2021	0.5 LCCF	
							0.5 LCCF	9/9/2021	0.5 LCCF	
							0.5 LCCF	9/9/2021	0.5 LCCF	
Gethman	Rhonda	Education Registrar	NA	Full Time	Bachelors of Arts in Edu.	1 Year	Latin american gangs/ratios	9/9/2021	0.5 LCCF	
							Key Control	9/9/2021	0.5 LCCF	
							Fire and Safety	9/9/2021	0.5 LCCF	
							Sexual Harassment	9/9/2021	0.5 LCCF	
							Records management	9/9/2021	0.5 LCCF	
							Intimate Manipulation	9/9/2021	3 LCCF	
							CPR Basic First Aid	9/9/2021	3 LCCF	
							Use of Force	9/9/2021	3 LCCF	
							Control Center Operations	9/9/2021	3 LCCF	
							Nonverbal/ Verbal communication	9/9/2021	3 LCCF	
							New Employee Orientation (1 wk)	9/9/2021	3 LCCF	
							Education Dpt. Prof Development	9/9/2021	3 LCCF	
							Geo Annual LMS	9/9/2021	40 LCCF	
							Professional Development	9/9/2021	40 LCCF	
							Professional Development	9/9/2021	40 LCCF	
Professional Development	9/9/2021	40 LCCF								
Gomez	Lydia	Vocational Instructor	NA	Full Time	Associates of Arts	1 Year	Geo Annual LMS	5/23 - 5/27/2022	6 LCCF	
							Professional Development	1/8/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
Professional Development	4/22/2022	6 LCCF								
Professional Development	6/3/2022	6 LCCF								
Professional Development	6/3/2022	40 LCCF								
Dobbs	Sain	Academics Instructor	NA	Full Time	BS Secondary Ed	5 Years	Geo Annual LMS	1/8/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
Professional Development	6/3/2022	6 LCCF								
Professional Development	6/3/2022	40 LCCF								
Tillman	Kirsty	Academics Instructor	NA	Full Time	Masters	8 Years	Geo Annual LMS	1/8/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
Professional Development	6/3/2022	6 LCCF								
Professional Development	6/3/2022	40 LCCF								
Lacey	Angela	Academics Instructor	NA	Full Time	Bachelor of Science	8 Years	Geo Annual LMS	1/8/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
Professional Development	6/3/2022	6 LCCF								
Professional Development	6/3/2022	40 LCCF								
Morales	Monique	Education Director	NA	Full Time	Masters IS Management	15 Years	Geo Annual LMS	2/1/2022	55 LCCF	
							Professional Development	4/1/2022	8 LCCF	
							Professional Development	4/22/2022	8 LCCF	
							Professional Development	6/3/2022	8 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
Professional Development	6/3/2022	6 LCCF								
Professional Development	6/3/2022	40 LCCF								
Reed	Floyd	Vocational Instructor	NA	Full Time	Associates of Arts	4 Years	Geo Annual LMS	4/1/2022	40 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
Professional Development	6/3/2022	40 LCCF								
Wilson	Gary	Vocational Instructor	NA	Full Time	High School Diploma	13 Years	Geo Annual LMS	4/1/2022	40 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
							Professional Development	6/3/2022	40 LCCF	
							Orientation Training	2/2022	40 LCCF	
							On the Job Training	2/2022	40 LCCF	
							Professional Development	4/1/2022	6 LCCF	
							Professional Development	4/22/2022	6 LCCF	
							Professional Development	6/3/2022	6 LCCF	
Professional Development	6/3/2022	40 LCCF								

IX. Staff and Professional Development - GCCF

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience professional development received in 2021-2022. Please fill out all the information requested

In audit education, and

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Serrano	Martina	Reentry Coordinator	N/A	Full Time	High School Diploma	0	FERPA Certification	11/2/2021	3	Online
Aragon	Marcella	Cognitive Instructor	N/A	Full Time	Bachelor's Degree	19	FERPA Certification; TABE Certification	11/2/2021	7	Online
Kovarzlina	Olga	AE Instructor	N/A	Full Time	Doctoral Degree	6	FERPA Certification; TABE Certification	3/28/2022	12	Online
Baca	Marcella	Librarian/Registrar	N/A	Full Time	High School Diploma	0	FERPA Certification; TABE Certification; CASAS Training	8/31/2022	12	Online
Hinojosa	Angela	Programs Manager	N/A	Full Time	Master's Degree	2	FERPA Certification; TABE Certification; CASAS Training; LAOES Training; HSET Training; NIVAEA Conference;	1/02/2021-06/22/22 05/25/22-09/26/22;0 5/27/22	47	Online & Inperson

IX. Staff and Professional Development - SCC

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 the information requested

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Bass	Ashley	Programs Manager	N/A	Full	Master	6 Years	2021 FERPA 101: Colleges & Universities 2021 FERPA 101: Local Education Agencies 2021 FERPA 101: Data Sharing TABLE 11 and 12 Certification Part I TABLE 11 and 12 Certification Part II CASAS Module 1 IT Basics CASAS Module 3 Paper IT Roads of Success Instructor Certification APDS ADMIN OMNI Training Programs Manager Training Various Career Pathway Initiative Trainings/Seminars Narcan	10/22/2021 10/22/2021 10/22/2021 7/8/2022 7/7/2022 1/27/2022 2/23/2022 2/16/2022 7/19/2021 thru 7/27/2021 9/27/2021 thru 10/1/2021 FY22	140 minutes 140 minutes 40 minutes 2 hours 2 hours 1 hour 8 hours 8 hours 58 hours 1 hour	SCC SCC SCC SCC SCC SCC SCC/ZOOM SCC Albuquerque Zoom
Parker	Sametta	Instructor, AE	N/A	Full	Bachelor's	2 Years	Conspiracy theories, Extremism, and TikTok: A Conversation with a Dialogue, Not Debate: New Approaches and Resources to Support Ethics Education Conspiracy theories, Extremism, and TikTok: A Conversation with a Disinformation Researcher Disinformation Researcher Corrections 101 Narcan DVR FERPA Compass training MDC resource reentry APDS ADMIN Centurion find help reentry training Narcan SUPOPIOD NCCERA/ATLO Pearled Innovations in reentry support Redivism reduction APDS OSHA training Child support Medicaid PE demo class Medicaid and CHIP continuous enrollment	12/8/2021 12/8/2021 12/8/2021 8/1/2021 1/28/2022 10/15/2021 11/2/2021 12/14/2021 1/13/2022 1/27/2022 1/28/2022 2/10/2022 2/16/2022 3/18/2022 4/29/2022 5/10/2022 5/25/2022	1 hour 1 hour 1 hour 40 hours 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour	SCC SCC Santa Fe SCC 2 SCC Zoom 20 Training Academy 2 SCC Zoom 1 SCC Zoom 1 SCC Zoom 1.5 SCC Zoom 2 SCC Zoom 2 SCC Zoom 1 SCC Zoom 1 SCC Zoom 2.5 SCC Zoom 2.5 SCC Zoom 1 SCC Zoom
Robinson	Janae	Reentry Coordinator	N/A	Full Time	Some College	1 Year				

IX. Staff and Professional Development - NENMCE

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience and professional development received in 2021-2022. Please fill out all the information requested

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Arevalo	Daniel	Program Manager	N/A	Full Time	Bachelors of Science	8	FERPA 101 & 201, NMAEA Conference	10/27/2021, 5/25/22-5/27/22	29	on line, Albuquerque
Villies	Karen	Education Registrar	N/A	Full Time	Associates Degree	2	NCCER- Curriculum Proctor, FERPA 101 & 201, TABE Certification of Training	09/09/2021, 10/27/2021, 01/11/2022	10	on line
Bibeau	David	Adult Education Instructor	N/A	Full Time	Bachelors BA	11	RealWorks Cert., FERPA 101 & 201, TABE Certification of Training, NMAEA Conference	01/06/2021, 10/27/2021, 01/11/2022, 5/25/22-5/27/22	31	on line, Albuquerque
Johnson	Jason	Adult Education Instructor	N/A	Full Time	Masters Degree, Elementary Ed.	29	FERPA 101 & 201, TABE Certification of Training	10/27/2021, 01/11/2022	8	on line

In adult education, and

IX. Staff and Professional Development - OCPF

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 the information requested

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Hours	Location
Montes	Hector	Lead Instructor	N/A	full time	Masters	17 years	In Service	October 11-15, 2022	40 hrs.	OCPF
Macias	Deborah	Instructor	N/A	Full time	Masters	18 years	In Service	January 24-28, 2022	40 hrs.	OCPF
Jones	Elizabeth	Instructor	N/A	Full time	Masters	16 years	In Service	March 7-11, 2022	40 hrs.	OCPF
Vasquez	Cynthia	Instructor	N/A	Full time	Bachelors	12 years	In Service	March 7-11, 2022	40 hrs.	OCPF
Hernandez	Gloria	Instructor	N/A	Full time	Bachelors	10 years	In Service	April 25-29, 2022	40 hrs.	OCPF
Barron	Angel	HYAC Instructor	N/A	Full time	Bachelors	2 years	In Service	August 8-12, 2022	40 hrs.	OCPF
Varegas	Crystal	Instructor	N/A	Full time	Bachelors	1 year	In Service	September 2-16, 2023	40 hrs.	OCPF
Cardona	María	Instructor	N/A	Full time	Bachelors	5 years	In Service	June 13-17, 2022	40 hrs.	OCPF
De La Torre	Bianca	Clerk	N/A	Full time	Bachelors	N/A	In Service	March 7-11, 2022	40 hrs.	OCPF
Villa	Liza	Ibratnan	N/A	Full time	High School	N/A	In Service	September 2-16, 2023	40 hrs.	OCPF

In adult education, and

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.

\$311,833.87

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.

\$0.00

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
N/A	N/A	N/A

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

Total hours contributed	Fair Market Value per Hour	Total
N/A	N/A	N/A

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

Total hours contributed	Fair Market Value per Hour	Total
N/A	N/A	N/A

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

N/A

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

N/A

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

N/A

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
State operated facilities: 20,346 square feet of space utilized for AE program services	N/A	N/A
Privately operated facilities: 17,017 square feet of space utilized for AE program services.	N/A	N/A

Alternate option:

N/A

Please indicate institution’s building renewal and replacement allocation

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

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
None	

B. Program Income Activities

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

None

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
None	

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 October 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: NM Corrections Education Bureau Agency

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	1	1	0	0	1	0	63	4	0	0	9	2	0	0	81
ABE Level 2	17	3	1	0	11	1	157	51	1	1	25	15	1	0	284
ABE Level 3	20	4	0	0	21	3	200	52	1	0	56	13	0	0	370
ABE Level 4	11	3	0	0	8	0	64	11	0	0	30	3	1	0	131
ABE Level 5	0	0	0	0	2	0	4	1	0	0	5	0	0	0	12
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	49	11	1	0	43	4	488	119	2	1	125	33	2	0	878

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

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

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

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

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

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

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

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

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

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

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

Student:

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: NM Corrections Education Bureau Agency

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	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	1	0	0	0	0	0	0	0	0	0	1
19-24	5	1	0	0	5	0	51	11	0	0	14	2	0	0	89
25-44	40	9	1	0	32	3	318	93	1	1	81	23	1	0	603
45-54	4	1	0	0	2	1	66	12	1	0	21	4	0	0	112
55-59	0	0	0	0	1	0	21	1	0	0	4	3	1	0	31
60+	0	0	0	0	2	0	32	2	0	0	5	1	0	0	42
Total	49	11	1	0	43	4	488	119	2	1	125	33	2	0	878

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

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

***See definitions of ethnicity/race categories.

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

Ethnicity/Race:

See Table 1

Sex:

See Table 1

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

Student:

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: NM Corrections Education Bureau Agency

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
19-24	1	0	0	0	6	0	43	2	0	0	10	0	0	0	62
25-44	24	2	3	0	23	0	213	19	1	0	38	2	0	0	325
45-54	2	0	1	0	2	0	23	0	0	0	4	1	0	0	33
55-59	2	0	0	0	1	0	4	0	0	0	2	0	0	0	9
60+	1	0	0	0	0	0	9	0	0	0	0	0	0	0	10
Total	30	2	4	0	32	0	293	21	1	0	54	3	0	0	440

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 21-22

Agency: NM Corrections Education Bureau Agency

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**	1	86	596	110	31	42	866
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	3	7	2	0	0	12
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	1	89	603	112	31	42	878

*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.

Student:

NRS Table 4

Select Reporting System:

NRS FY 21-22 ▼

Agency: NM Corrections Education Bureau Agency

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 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 Than EFL Gain and Seco ndary Scho ol Diplo ma * (G)	Num ber Sepa rated Befor e Achie ving Meas urabl e Skill Gain s (H)	Num ber Rem ainin g in Progr am With out Meas urabl e Skill Gain s (I)	Perc enta ge Achie ving Meas urabl e Skill Gain s (J)	Total Num ber of Perio ds of Parti cipati on (K)	Total Num ber of Parti cipati on in Whic h 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 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	81	0	15905.6	27	0	0	28	26	33.33	85	27	0	0	31.76

ABE Level 2	284	0	34396.82	79	1	0	130	74	28.17	301	83	1	0	27.91
ABE Level 3	370	0	42437.23	82	31	0	142	115	30.54	399	86	33	0	29.82
ABE Level 4	131	0	13454.2	13	36	0	40	42	37.4	133	13	38	0	38.35
ABE Level 5	12	0	869.3	1	3	0	7	1	33.33	13	1	3	0	30.77
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	878	0	107063.15202	71	0	347	258	31.09	931	210	75	0	30.61	
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	878	0	107063.15202	71	0	347	258	31.09	931	210	75	0	30.61	

- 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.

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	235	143	60.85	140	59.57	0	0	5	2.13

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: NM Corrections Education Bureau Agency

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	46	13368.55	27	3	16	58.7
ABE Level 2	145	26424.74	82	35	28	56.55
ABE Level 3	191	33373.85	107	33	51	56.02
ABE Level 4	49	8642.7	13	16	20	26.53
ABE Level 5	4	342.5	1	1	2	25
ABE Total	435	82152.34	230	88	117	52.87
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	435	82152.34	230	88	117	52.87

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.

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 5

Select Reporting System:

NRS FY 21-22

Agency: NM Corrections Education Bureau Agency

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 *	12	1	8.33	12	1	8.33
Employment Fourth Quarter after exit *	15	3	20	15	3	20
Median Earnings Second Quarter after exit **	1	1476.69		1	1476.69	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	7	0	0	7	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	7	0	0	7	0	0

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	7	0	0	7	0	0

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

Student:

NRS Table 5A

Select Reporting System:

NRS FY 21-22

Agency: NM Corrections Education Bureau Agency

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 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 21-22 ▼

Agency: NM Corrections Education Bureau Agency

Participant Status on Entry into the Program (A)	Number (B)	
Employed	32	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	0	
Not in the Labor Force	846	
TOTAL	878	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	2	1
Grades 1-5	31	10
Grades 6-8	155	12
Grades 9-12 (no diploma)	614	8
Secondary School Diploma or alternate credential	5	0
Secondary School Equivalent	1	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	1	0
Unknown	35	3
TOTAL (both US Based and Non-US Based)	878	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	872	
In Community Correctional Program	0	
In Other Institutional Setting	0	

Participant Status on Entry into the Program (A)	Number (B)
TOTAL Institutional	872

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

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

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

Employment Status definitions:

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

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

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

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

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

Student:

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

Select Reporting System:

NRS FY 21-22 ▼

Agency: NM Corrections Education Bureau Agency

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: NM Corrections Education Bureau Agency

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome	
Achieved Citizenship Skills	0	0	0	
Voted or Registered to Vote	0	0	0	
Increased Involvement in Community Activities	0	0	0	

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:

NRS FY 21-22 ▼

Agency: NM Corrections Education Bureau Agency

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	872	272	31.19	925	284	30.7
Employment Second Quarter after exit	1	0	0	1	0	0
Employment Fourth Quarter after exit	2	1	50	2	1	50
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

Student:

NRS Table 11

Select Reporting System:

NRS FY 21-22 ▼

Agency: NM Corrections Education Bureau Agency

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 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 21-22

Agency: NM Corrections Education Bureau Agency

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

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

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

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

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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