Annual Program Report
Cover Page

Program Name:	**Next Steps: Adult Education Center**	
Institution or Organization:	**UNM-Valencia**	
Address:	**280 La Entrada**	
City:	**Los Lunas**	
County:	**Valencia**	
Zip:	**87031**	
Main Phone:	**(505) 925-8900**	
Website:	**https://nextsteps.unm.edu**	
Social Media:	**https://www.facebook.com/NextStepsAdultEd**	
Workforce Region(s) Served:	**Central and Southern**	
New Mexico Counties Served:	**Valencia, Socorro, Torrance**	
Submission Date:	**Aug 31, 2022**	
Program Director, Manager, or Coordinator Name and Title:	**Susan Yasenka, Program Manager**	
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Laura Musselwhite

8-29-22

Signature of the Chancellor or Designee

DATE

Laura Musselwhite, Dean of Instruction

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.

   Located on the UNM-Valencia Campus, Next Steps: Adult Education Program specializes in Hiflex (in-person, live-streaming, and online) delivery of HSE preparation, Spanish HSE Preparation, ESL, and college transition classes. This inclusive and flexible approach allows us to offer enriched learning experiences to adult students throughout Valencia County, as well as internet connected students in Valencia, Socorro, and Torrance counties. The Program primarily serves middle and upper level adult education students (NRS L3 and higher). Lower level students in Valencia County are referred to our Literacy partner: Valencia County Literacy Council. HSE Prep, Spanish HSE Prep, and ESL classes are scheduled in the morning and evening to give our students maximum flexibility in building their schedules. The Program also allows 100% asynchronous class participation for students whose schedules cannot accommodate regular class times. In addition to our AEFLA standard Adult Ed and English Language acquisition classes, we also partner with UNM-Valencia to deliver IET standard I-BEST classes in the Allied Health cluster.

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.

   Staffing changes: Tina Hite, long time program manager retired this year and was replaced by Susan Yasenka on August 8, 2022. The program's Technical Support Specialist, the upper ELL instructor, and the Career Navigator also left the program last fiscal year. Allison Lucero, the program's training specialist, has moved into the Career Navigator position.

   Programming:

   - We are now offering courses at the new UNM-Valencia Workforce Training Center in Los Lunas.
   - A streamlined intake procedure was created including a shared spreadsheet allowing staff full view of student intake progress.

   New Director Personal Goals:

   - To create and maintain teams taking stake in various program facets for improvement.
   - To diligently pursue knowledge of the program and state requirements.

   The New Director Program Goals:

   - To increase student numbers in the program.
   - To gain more adult education student support from UNM-Valencia utilizing advisors, instructors, leadership, I-BEST and the PASOS Program.
   - To establish a strong social media presence
   - To increase the emphasis on Digital Learning;
   - To continue to develop the LightSpeed class created by full-time instructor, Michael Carriere and part-time instructor, Amiee Stahlman with UNM-Valencia Faculty direction.

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?

   The majority of students have continued to attend classes online even though we resumed in-person options in August 2021. To address this trend, all classes in the Next Steps Program are Hiflex, with classes in-person, live streaming and recorded so students can attend synchronously, asynchronous or recorded, allowing choices and those who are unvaccinated to attend as well. In Fall 2022, the program will help students having difficulty attending online by creating videos with screenshots and directions on how to attend online classes, access email, Google Classroom, Google Meet and Google products.

   Challenges that came up are because students can join classes online from home, creating an informal approach to the class. There has been a tendency for them to join while doing other activities. Instructors have asked the students to commit to being present and have materials they can work with in class and engage in class discussions for the duration of the class. Students enjoy the option of either attending in-person or online. It was difficult to get the two groups of students to communicate, because the online students could not hear the in-person students well. This is where the Classroom of Awesomeness was born so these two groups could blend and work in the class together. This classroom is described in detail later in the report.

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.

   The Next Steps Program is housed at UNM-Valencia. The program receives classrooms, office space, computers, technical support, and student referrals through UNM-Valencia. Also, through UNM-V Next Steps works with various departments. The Next Steps program has continued to grow an informal partnership with the Campus's Title V Grant project PASOS, Pathways to Articulation and Sustainable Opportunities for Students. The PASOS project description states that, "The PASOS grant serves all UNM-Valencia students. As a Hispanic-Serving Institution, this specialized grant is strategically targeted to increasing the enrollment, retention, persistence, graduation and transfer of Hispanic and/or low-income students." Next Steps students are welcome to work with not only PASOS tutors but also the UNM-V's writing and math tutors. Next Steps also holds an informal partnership with the Allied Health Department located at UNM-Valencia where they participate in the I-BEST program. Next Steps students can enroll in the I-BEST classes, Certified Nursing Assistant or Phlebotomy.

   The Next Steps Program also holds a formal MOU with Valencia County Literacy Council (VCLC). The MOU includes student referrals across programs as appropriate. The MOU also stipulates that the programs will collaborate with grants and not compete.

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%	31.07%
Credential Attainment Rate	20.4%	36.36%
Employment (Second Quarter After Exit)	25%	34.58%
Employment (Fourth Quarter After Exit)	35.3%	20.85%
Median Earnings (Second Quarter After Exit)	$3,220.00	$4,661.55

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.

   Next Steps students exceeded negotiated outcome targets in three metrics: Credential Attainment (36.36%), Second Quarter Employment (34.48%) and median earnings ($4,661.55). The program performance fell short of the negotiated targets in the other two metrics: MSGs (31.07%) and Fourth Quarter Employment (20.85%).

   Measurable skill gains have long been an elusive target for Next Steps. This year, although our MSG rate was the highest it has been since NRS reporting changed in FY 16-17, our performance was particularly impacted by the fact that our ESL group struggled with outcomes. Only 12% of our ESL population achieved measurable skill gains this year as opposed to 42.31% last year.

   The Fourth Quarter Employment is perhaps strange when compared to the Second Quarter Employment outcome. However, the population in the 2nd Quarter group was in a markedly better situation in a number of employment related demographics than the 4th Quarter group. The second quarter group was from a period later in the pandemic, and had more HSE passers (6.13% to 3.03% in 4th Quarter). There were also a greater number of ACCE students in the Second Quarter group (54.25% vs 29.87% in the 4th Quarter). While in general, ACCE outcomes were much lower than non-ACCE participants, as TANF participants ACCE students were required to gain employment as a condition for receiving services, thus giving them higher outcomes in the employment areas. These differences between the populations explain the disparity in the outcomes and also suggest some areas for remediation.

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

   As mentioned above, one area of concern is the MSG outcomes of the ESL group. Next Step's new manager, Susan Yasenka, has extensive experience in ESL instruction and will be working closely with the ESL group to address this issue. We are also working on several strategies for improving HSE accomplishment as well as I-BEST participation by current students.

   Fortunately the focus on HSE attainment will also favorably impact our employment outcomes. In looking at filtered results on Table 5, 46.67% of HSE passers were employed in the Second Quarter after exit and 55.56% were employed the Fourth Quarter after exit.

   In addition to the increased focus on HSE attainment, we are also actively working to improve the number of students who report their Social Security Numbers, allowing participation in the state data match. Close to 40% of the groups reported in FY 22 Table 5 refused to provide their Social Security Numbers. As a result, we had to attempt to collect the data by phone. Two of our Training specialists phoned 144 students in this attempt. Only 30 of the students responded to the calls and some of the responders refused to complete the survey.

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.)

   The most noticeable trend in the performance data is the improvement in Measurable Skill gains. As noted, our MSG rate in FY 22 (31.07%) was the highest rate we've managed to achieve. Conversely, our NRS student count decreased for the fourth consecutive year. Our partnership with ACCE ended at the end of FY 20-21, resulting in an immediate reduction in enrollment and NRS fundable students. Consequently our Table 4 enrollment was 252 in FY 20-21 and 177 in FY 21-22. In contrast to this trend, our ESL population doubled from 25 students in FY 20-21 to 50 students this year.

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.

   In the past, the data dashboard at https://datastudio.google.com/s/obxJ4piHkzo was and is still available. Elizabeth Wilkinson, Program Coordinator, gave data presentations at staff professional development meetings. However, data was not always integrated as a systemic approach to program improvement. In the future, a page will be added to the dashboard giving instructors and staff access to overall real time data about progress on program outcomes, keeping them informed of their own performance and that of the overall program. This will create a sense of community for the overall program by eliminating the unknown, thereby encouraging the team to improve individually and as a whole.

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	169	$50	$9,950
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	260	75	$19,500
Referrals to and coordination of activities with other programs and services.	Career Service			
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service			
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service			
Integrated Education and Training (IET) programs	Training Service	28	210	$5,880
Grand Totals:				$35,330

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

   Services are aligned with the local workforce development area plans by contextualizing instruction and encouraging entry into in-demand fields identified by Workforce Connection of Central New Mexico (WCCNM) and the Southwest Area Workforce Development Board (SAWDB). The career pathway in nursing has been well-established and adult education students are supported in the beginning levels of this pathway with I-BEST courses. Certified nursing assistant and phlebotomy are consistently offered as I-BEST courses. Workforce Connection provides funding for students who qualify and support for all students in the I-BEST program that include resumé writing and job placement. Most I-BEST students qualify for the Ability to Benefit through financial aid giving them access to grants to assist in tuition, fees, and books associated with the class.

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

   In FY 22 work needed to be done in this area. Local Workforce Connections offices are not one-stops at this time. Dr. Laura Musselwhite, UNM-Valencia Dean of Instruction has continued as a member of the WCCNM board of directors. The new manager will work with Dr. Musselwhite to increase our partnership with the LWDB.

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

   Currently Next Steps does not hold an MOU or IFA with the Local Workforce Boards. The new manager will work to develop one as the program moves forward.

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?

   The program participated in all three years of the Career Pathways Initiative. In the past, the program relied on UNM-Valencia to create IETs, specifically I-BEST classes in which Next Steps could participate. So far, those programs are Certified Nursing Assistant (CNA) and Phlebotomy. The I-BEST programs have struggled with recruiting Next Steps Adult Education Students as many Next Steps students have little to no interest in entering the medical field after a pandemic. The program will continue to work with UNM-Valencia, as well as look for opportunities where it can develop its own IETs.

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

   Career planning and advising starts at onboarding. The Career Navigator discusses career goals with each student during the first meeting. Career exploration is offered to each student, especially those that are unsure of the career they wish to pursue. Support is provided to students as they transition to college, training or career. The career navigator provides support and assistance in resume writing, interview skills, connecting students to financial aid and advisors.

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:

   The Next Steps program offered two Integrated Education and Training (IET) programs. See Appendix A.

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.

   Dr. Musslewhite, Dean of Instruction and the new program manager are interested in implementing new I-BEST classes. Next Steps is currently partnering with a local business, Airnov, to provide ESL and Workplace literacy classes for their employees. We are in the process of negotiating the milestones that will be used to evaluate the students with the employer.

Section VI. Curriculum and Instruction

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

   Students complete an online, on-demand, interactive orientation using Nearpod. The orientation introduces the staff; discusses similarities and differences between GED and HiSET; program expectations; and positive/negative forces that students may face. The last step in the orientation is for students to schedule a meeting with the Career Navigator. The Career Navigator completes the registration and Onboarding. Students fill out the complete registration form then schedule an assessment. The Career Navigator discusses/coaches student's goals and goal setting, career planning, time management and perseverance.

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.

   Classes are structured so that both in person and online students are accommodated. The courses are designed to provide students with a minimum of 40 hours of instruction per session. In the future students will have access to a library of recorded content both from the classes and specific to a variety of skills and concepts. Each class also utilizes programs such as Essential Education and Burlington English to target specific skills that will enable students to achieve significant learning gains.

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

   Next Steps has been working with the campus on providing instruction and services to all students who come to the campus. Next Steps students are welcome to utilize UNM-Valencia college level tutors, who provide both in-person and online tutoring. These tutors also participate in the Lightspeed class that is an intensive course designed to prepare students for college classes or their high school equivalency test. These wraparound services will support students wanting to transition from Next Steps into college courses.

   Next Steps classes incorporate what has been dubbed, "The Classroom of Awesomeness" (CoA). The CoA utilizes a small soundboard and wireless microphones. This allows each in-person student as well as the instructor to have a wireless microphone that then is relayed to the computer. All online students can then hear each student and the instructor clearly thereby combining both learning spaces. Each wireless microphone can be muted for privacy if needed. In the future Next Steps will reestablish its digital literacy instruction with targeted lessons available in person and with videos.

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.

   Instructors are required to attend professional development provided by the state where they recieve training and gain familiarity with the CCRS. These standards have been posted on the instructor AE Professional Development Resources webpage (https://sites.google.com/nmdelt.org/aeprofessionaldevelopment/resources) This affords every Next Steps instructor the ability to reference all CCRS when creating lessons. All instructors use state accepted programs that support the CCRS, specifically Essential Education or Burlington English.

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

   Next Steps classes support student reading skills in a variety of ways using various texts chosen to challenge readers. From phonemic awareness to comprehension of difficult academic texts, Next Steps classes immerse students in the world of the written word. Students must build vocabulary skills, which includes understanding root words and building meaning from context. Students are encouraged to practice their comprehension skills by writing to learn, writing to summarize, and finally writing to incorporate the texts they have read. These skills are reinforced regardless of the subject area of the course, because reading is foundational to success in mathematics and science just as it is in the Humanities.

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 training.

   The Constructivist theory, steeped in the belief that learners are active participants in their learning via experience constructing their knowledge while integrating prior knowledge and new ideas, has become part of my base educational theoretical framework. However, I delve further into constructivism using Vygotsky's learning theory of Social Constructivism in which culture and language are lenses for our human experiences, realities and communication. Maslow's model of a Hierarchy of Needs, a theory of motivation where five categories of human needs determine an individual's behavior, is an addition to my framework. These needs are safety, physiological, love and belonging, self-actualization and esteem needs. Constructivism, Social Constructivism, and the Hierarchy of Needs are a few theories vital in my journey as an adult education administrator and instructor concerning my staff, leadership practices, curriculum design and program design. To truly serve the staff and students in adult education one must step back and view the overall management, instruction, and needs of those in the adult education world. One must keep sight of our student and staff environments, and in turn adjust to their particular needs when communicating with, instructing, and leading our teams facilitating their choices to make permanent changes in their lives and the lives of others.

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: 45 (only includes students who were in classes funded directly by IELCE Funds. ALL 50 ESL students, however, received instruction in Civics and other IELCE criteria).
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.

   The program uses Burlington English materials for instruction. Burlington English is designed with English language and civics in mind. Additionally, instructors work with themes that are civic and workforce based and create language exercises that meet English Language Proficiency Standard for Adult Education (https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf) based on those themes.

   In the Spanish Adult Education classes Civic lessons are incorporated into the classroom and are presented along with Social Studies lessons. Civic cards are also used, which are provided from the citizenship website:
   https://www.uscis.gov/sites/default/files/document/flash-cards/M-623-S_red_slides.pdf

   This often leads to discussions and writing activities to have the students compare and contrast the original countries of various students.
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.

   Using results from Table 9, our IELCE program improved in every employment metric in FY 2021-2022 over FY 2020-2021.We are hampered, however, by difficulties in collecting data. Many of our ESL students either do not have Social Security numbers or are unwilling to share them with the program. We also had difficulty in contacting the students for followup by phone. This lack of data makes it difficult to determine trends, especially in terms of determining the employment industry. Of the 5 students who reported positive employment on Table 9, only one of them was employed in one of the LWDB identified "in-demand" industries. We have also historically been challenged by the fact that many of our ESL students are homemakers with little interest in entering the workforce.

   Goals for improvement in these outcomes:

   - Improve and increase student interviews to determine employment goals and career clusters of interest;
   - Instigate more regular follow-ups to maintain up to date contact lists.

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.

   Thematic units in IELCE classes include information on high-demand industries, especially healthcare and labor market information as a part of career exploration. Last semester the Spanish AE class had students research careers of interest beginning with the interest inventory on mynextmove.org. Upon choosing a career to research, class discussion centered around the technology aspects, soft skills and other important qualifications, such as education needed for the career. The pay information of the chosen career was used to make a budget on Google Sheets.

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.

   Our staff can use Professional Development in coaching IELCE students to pursue higher education and employment in high-demand industries.

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

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

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

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

IX. Staff and Professional Development

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

Last Name	First Name	Position		Full or Part Time	Educational Attainment	Years of Experience in Adult Education
Carriere	Michael	Program Specialist		Full-Time	Bachelors degree	19
Fisher	Carol	Instructor		Part-Time	Bachelors degree	12
Flores de Larranaga	Dolores	Administrative Assistant II		Full-Time	Associates degree	15
Garcia-Marquez	Peggy	Career Navigator		Part-Time	Masters degree	17
Gillikin	Alistair	IT Tech		Part-Time	Bachelors degree	1
Hilliard	Cathi	Instructor		Part-Time	Masters degree	7
Hite[1]	Tina	Manager (Retired)		Full-Time	Bachelors degree	28
Lopez	Claudia	Training Specialist		Full-Time	Masters degree	6
Lopez	Nicole	Tutor		Part-Time	Bachelors degree	1
Lucero	Allison	Training Specialist		Full-Time	Associates degree	19
Sanchez-Flavian	Patricia	Instructor (Volunteer)		Part-Time	Doctoral degree	13
Stahlman	Amiee	Instructor		Part-Time	Bachelors degree	16
Wilkinson	Elizabeth	Program Coordinator/Data		Part-Time	Bachelors degree	14

[1] Salary was not paid through any Next Steps grants this year and includes one time retirement buyouts funded by UNM. See Fiscal Summary below.

Last Name	First Name	Position	Professional Development Attended	Date	Location
All	All	All	UNM Required Training (Annual Safety, Active shooter, Prevention of Harrassment and Discrimination, COVID Safety)	Varies	Online
Carriere	Michael	Program Specialist	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Carriere	Michael	Program Specialist	NMAEA Conference 2022	5/25 - 5/27/2022	Marriott - ABQ
Carriere	Michael	Program Specialist	Setting up the Classroom of Awesomeness (HiFlex)	6/28 & 6/29/2022	UNM-Valencia
Fisher	Carol	Instructor	Back to school: New Mindset - Better Results	7/7/2021	Online
Fisher	Carol	Instructor	3 Steps to meeting success with your IET/IELCE Goals	7/8/2021	Online
Fisher	Carol	Instructor	Essential Education User Series videos	7/9/2021	Online
Fisher	Carol	Instructor	Financial Literacy Essentials for Educators	7/9/2021	Online
Fisher	Carol	Instructor	A Beginners Guide to Quizziz for teachers	7/16/2021	Online
Fisher	Carol	Instructor	Resilience & engagement in Remote ABE/ESL Learning	7/22/2021	Online
Fisher	Carol	Instructor	In-person, Hybrid, and Remote Learning Webinar	7/27/2021	Online
Fisher	Carol	Instructor	Getting Back to the Teacher Mindset	7/30/2021	Online
Fisher	Carol	Instructor	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Flores de Larranaga	Dolores	Administrative Assistant II	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Gillikin	Alistair	IT Tech	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Hilliard	Cathi	Instructor	Setting up the Classroom of Awesomeness (HiFlex)	6/28/2022	UNM-Valencia
Hilliard	Cathi	Instructor	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Hite	Tina	Manager (Retired)	Unknown (no records, but she did many, many activities)		
Lopez	Claudia	Training Specialist	COABE 2022	4/13/2022	Online
Lopez	Claudia	Training Specialist	NMAEA Conference 2022	5/26/2022	Marriott - ABQ

Lopez	Claudia	Training Specialist	Setting up the Classroom of Awesomeness (HiFlex)	6/28/2022	UNM-Valencia
Lopez	Claudia	Training Specialist	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Lopez	Claudia	Training Specialist	Education Across Cultures in the Southwest (LLSS 583)	1/19 - 5/14/2022	UNM Main
Lopez	Nicole	Tutor	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Lucero	Allison	Training Specialist	Summer Teacher Academy	7/14/2021	UNM-Valencia
Lucero	Allison	Training Specialist	Essential Education	7/14/2021	UNM-Valencia
Lucero	Allison	Training Specialist	Teacher's Institute	10/1/2021	Online
Lucero	Allison	Training Specialist	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Sanchez-Flavian	Patricia	Instructor (Volunteer)	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Stahlman	Amiee	Instructor	NMAEA Conference 2022	5/26/2022	Marriott - ABQ
Stahlman	Amiee	Instructor	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Stahlman	Amiee	Instructor	Setting up the Classroom of Awesomeness (HiFlex)	6/28 & 6/29/2022	UNM-Valencia
Wilkinson	Elizabeth	Program Coordinator/Data	Art and Science of Data	1/12/2022	Online
Wilkinson	Elizabeth	Program Coordinator/Data	Diploma Sender Training	3/2/2022	Online
Wilkinson	Elizabeth	Program Coordinator/Data	Next-Steps Program Professional Development	10/14/2022	UNM-Valencia
Wilkinson	Elizabeth	Program Coordinator/Data	LACES Training	Monthly	Online

X. Fiscal Survey

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

1. Please provide the total amount from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs. **$29,450**

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

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
145	$36	$5,220

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

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

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

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

6. Please indicate total fair market value of donated supplies and materials. **$0**
   (e.g., books)

7. Please indicate total fair market value of donated equipment. **$0**

8. Please indicate total fair market value of donated IT infrastructure and support. **$99,200**

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)

Type of donated space	**Unit of donated space**	**Number of Units**	**Fair Market Value per Unit**	**Total**
Office, tutoring and storage - Valencia Campus	Square foot	2406	$5.75	$13,834.50

Office - Workforce Training Center	Square foot	120	$5.75	$690.00
UNM-Valencia Classrooms	Per room per Day	467	$200.00	$93,400.00
UNM WTC Classrooms	Per room per Day	61	$200.00	$12,200.00
El Cerro Mission - Open/Close Fee	Per day	134	$50.00	$6,700.00
El Cerro Mission	Per Hour	502.5	$10.00	$5,025.00

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Item	Source	Amount
Manager Salary & Fringe	UNM Match	$22,261.00
Manager Salary & Fringe	PD Grant (HED)	$66,027.24
Manager Salary & Fringe	ACCE Grant	$1,518.17
Manager Salary & Fringe	UNM Retirement Buyout	$7,761.75
Program Specialist	UNM Match	$12,099.94

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year. **$0**

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2022.

Appendix A: Integrated Education and Training Program

Next Steps currently officers two IET classes in the form of I-BEST Classes, both in the Allied Health career cluster.

In the CNA and Phlebotomy I-BEST classes, all activities satisfy the three federally-defined-and required components for IET programs. Students are required to write an APA formatted, research paper that focuses on a pathogen that they will encounter in the medical field. This helps aid students in learning valuable academic and workplace skills: research, writing, and critical thinking. It also affords the students the opportunity to learn about how to take care of themselves in the field should they come into contact with such a pathogen. Both classes are accompanied with a textbook, and copious amounts of work is required to both pass both the in-class tests, but also to prepare students for state exams. Digital literacy skills include demonstrations and hands-on online research, using text editing software, and digital formatting and editing. Workplace skill instruction includes setting and keeping soft deadlines and utilizing time management.

Both classes are centered around locating and dealing with information related to each specific field. These skills will not only aid the student in their chosen workforce field but are also valuable skills used in academia, should the student wish to continue in future college classes. Both classes also center around working within a team as communication which is vital both as a Phlebotomist and CNA. Class team work is utilized in instruction. Resume writing has been incorporated in the CNA class to also help students gain employment. Both CNA and Phlebotomy are part of a nursing career pathway reinforced in class.

To further aid students gain employment, both classes have clinical work built into the class, and all students must pass the clinical portion of the class in order to fully pass. Students must complete required hands-on hours practicing in clinicals, which gives them experience to gain employment.

Memorandum of Agreement

This Memorandum of Agreement (Agreement) is entered into by and between the CEO's Office of the University of New Mexico – Valancia Campus (UNM) and the Board of Directors of Valencia County Literacy Council (VCLC).

Recitals:

A. VCLC and UNM-Valencia would like to formalize a relationship in which VCLC provides services to literacy students in a pre-college education program. The existence of VCLC on the UNM-Valencia campus is to offer a seamless educational continuum that benefits students as they move from one level (literacy) to the next (Adult Education and/or post-secondary). The presence of VCLC may increase UNM-Valencia enrollment and better prepare students for post-secondary study. Serving New Mexico is central to UNM's mission and as part of that service, UNM is engaged in working with adult students in Valencia County through VCLC at varying levels of ability to provide a smooth pathway into post-secondary education.
B. VCLC and UNM agree their respective missions will be advanced by collaborating in programs that enhance the educational experience of VCLC students and enrich UNM's scholarly and teaching activities.
C. This Agreement defines the relationship between the parties, describes the mutual benefits received by each party as a result of this Agreement, and provides a framework for the interaction between the parties.

Therefore, in consideration of the foregoing and other consideration, the receipt and adequacy of which both parties acknowledge, the parties agree as follows:

I. Governance of VCLC:
   A. VCLC shall operate in accordance with the applicable laws governing New Mexico nonprofits. VCLC is responsible for its own operations and has the power to contract for needed goods and services in order to carry out its educational mission. The bylaws of the VCLC call for one seat to be occupied by the Manager of the UNM Valencia Next Steps: Adult Education Program, or a designate.

II. Services provided to the students:

A. VCLC students shall receive literacy tutoring by ProLiteracy trained and certified volunteers and may also enroll simultaneously in Adult Education and/or UNM courses .

B. VCLC students at UNM-Valencia may attend university events open to the general student body.

C. VCLC students are eligible to open a "community borrower" account at the University Libraries. The account fee will be waived for VCLC students.

III. Location of VCLC:

A. VCLC shall be housed at UNM-Valencia under a separate and mutually agreed lease arrangement.

B. Student Conduct: The UNM Student Code of Conduct governs all VCLC students. While enrolling, VCLC students are governed by the UNM Visitor Code of Conduct while using UNM programs or facilities. VCLC students under age 18 are subject to UNM Administrative Policy 2205: *Minors on Campus* while using UNM programs or facilities.

C. VCLC Employees: All VCLC administrators and staff are employees of VCLC and are subject to VCLC policies and procedures regarding hiring, retention, termination, benefits and all other matters. VCLC employees are governed by the UNM Visitor Code of Conduct while using UNM programs or facilities. VCLC administrators and staff are eligible to open a "community borrower" account at the University Libraries. The account fee will be waived for VCLC administrators and staff. Use of UNM Logos on stationary and business cards is not allowable, nor is a VCLC employee allowed to represent themselves as a UNM employee, with the exception of any VCLC employees who are also employed as UNM employees.

IV. Responsibilties of Partners:

UNM-Valencia Next Steps: Adult Education Center

A. Administer Adult Education portion of Family Literacy Program. Share responsibility for Parenting component of program.
B. Provide referrals for students reading at or below National Reporting System (NRS) Levels 1 and 2 (below 4th grade level) or NRS Levels 1 and 2 for ESL (at or below CASAS 190 or TABE CLAS-E Reading/Writing 441).
C. Participate in VCLC's events and activities whenever possible. Provide a representative for VCLC's Board of Directors.
D. Notify VCLC when providing mutually beneficial staff training.
E. Include VCLC in applicable promotions and publicity, including recruitment.
F. Support VCLC throughout the county and with letters of support as appropriate.
G. Support VCLC's executive offices location at UNM-Valencia.

Valencia County Literacy Council

B. Administer *Mi Primera Escuelita Bilingue*, the children's education portion of the Family Literacy Program, including ILA.
D. Coordinate dates for major VCLC functions (e.g., Fundraiser, Holiday Party, etc.) with Next Steps: Adult Education events.
E. Provide student referrals reading at or above National Reporting System (NRS) Level 3 (above 4th grade level) or NRS Level 3 for ESL (above CASAS 190 or TABE CLAS-E Reading/Writing 442).
F. Participate in Next Steps: Adult Education's events and activities whenever possible. Provide a representative for Next Steps: Adult Education's Advisory Board.
G. Notify Next Steps: Adult Education when providing mutually beneficial staff training.
H. Include Next Steps: Adult Education in applicable promotions and publicity, including recruitment.
I. Support Next Steps: Adult Education throughout the county and with letters of support as appropriate.

V. Joint VCLC-UNM Activities: The parties mutually embrace the opportunity to collaborate in activities that will enhance the educational experience for VCLC and UNM students attending VCLC and for UNM

students. The collaborative activities that the parties agree to pursue, may include, but are not limited to, the following:

A. Teacher preparation and advanced professional development: UNM-Valencia students may have the opportunity to intern or tutor at VCLC, subject to VCLC's approval and the requirements of applicable laws governing such activities.
B. Advancement: UNM and VCLC may collaborate on proposals for federal, state and private grants. The parties may also collaborate in promoting their partnership.
C. UNM Faculty: Courses at UNM-Valencia that offer service learning credit to students may choose to collaborate with VCLC. In such an instance, VCLC will train UNM-Valencia students under normal provision of services as VCLC volunteers.
D. Program Coordination: Coordinate Family Literacy and ensure VCLC and Next Steps: Adult Education Manager hold and attend coordination meetings. Support all four Family Literacy elements: Education for Adults, Education for Children, Parenting, and Interactive Literacy Activities (ILA). Share responsibility for Parenting component of the program.
E. Data Generation: Share data about coordinated programming between VCLC and Next Steps to mutually enhance and promote support and reporting for both entities. Specific data requests must be emailed to the VCLC executive director and/or to the Next Steps: Adult Education program coordinator and cc'ed to the manager.

VI. Insurance: VCLC shall maintain liability insurance coverage at least equal to the minimum liability amounts set forth in New Mexico Tort Claims Act, NMSA 1978, Section 41-4-1 through -30 (1976, as amended).. The insurance shall remain in force for the life of this Agreement, including all extensions or renewals. UNM reserves the right to require proof of insurance. VCLC is responsible for maintaining Worker's Compensation for its employees as required by State law during the life of this Agreement, including all extensions and renewals.

VII. Liability: As between the parties, each party acknowledges that it will be

responsible for claims or damages arising from personal injury or damage to persons or property to the extent those claims or damages result from negligence of its employees or agents. The liability of the parties shall be subject in all cases to the immunities and limitations of the New Mexico Tort Claims Act.

VIII. Independence: Any exchange of, or provision of, financial or other resources between UNM and VCLC shall be pursuant to this Agreement, or otherwise bargained for in arm-length fashion and contained in a separate written agreement. Neither party, by virtue of this Agreement, assumes any responsibility for the debts, liabilities, obligations or responsibilities of the other party.

IX. Third Parties: Nothing in this Agreement, express or implied, is intended to confer any rights, remedies, claims, or interests upon a person not a party to this Agreement.

X. Relationship the Parties: Nothing in Agreement will be deemed or construed by the parties, or by any third party, as creating the legal relationship of principal and agent, partners, joint ventures, or any other legal relationship, between the parties.

XI. Notices: Notices to the parties shall be given in writing to the following addresses or such address, as either party shall provide the other in writing.

VC:C: VCLC Board of Directors
Tina Hite, President
280 La Entrada
Los Lunas, NM 87031

UNM: Office of the Chancellor
280 La Entrada Dr
Los Lunas, NM 87031

XII. Terms and Agreement:

This Agreement will become effective on the day the Agreement is signed by all parties or August 1, 2019, whichever is later. The Agreement will continue in effect for four (4) years until November 30, 2023, unless terminated by delivering written notice to the other party at least ninety (90) days in advance of termination, with the date of termination not taking effect until the end of the current UNM-Valencia school year.

For the Board of Directors of VCLC

By: _____ Date: 10/15/19

VCLC Board President

For the Valencia Campus of the University of New Mexico

By: _____ Date: 11/22/19

Chancellor

By: _____ Date: 11-22-19

Director of Business Operations

Student:

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

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	0	0	0	0	0	0	8	21	1	0	0	4	1	0	35
ABE Level 3	0	0	0	1	0	0	13	27	0	0	3	11	0	0	55
ABE Level 4	0	1	0	0	0	0	7	15	0	0	4	9	0	0	36
ABE Level 5	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	1	11	0	0	0	0	0	0	12
ESL Level 2	0	0	0	0	0	0	0	5	0	0	0	0	0	0	5
ESL Level 3	0	0	0	0	0	0	3	9	0	0	0	0	0	0	12
ESL Level 4	0	0	0	0	0	0	3	4	0	0	0	0	0	0	7
ESL Level 5	0	0	0	0	0	0	3	11	0	0	0	0	0	0	14
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	1	0	1	0	0	38	104	1	0	7	24	1	0	177

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

** See definitions for ethnicity/race categories.

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

Ethnicity/Race:

Hispanic / Latino: The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.
American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.
Asian: The participant indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black / African American: The participant indicates that he/she is a person having origins in any of the black racial groups of Africa.
Native Hawaiian / Other Pacific Islander: The participant indicates that he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White: the participant indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
More Than One Race: Participants having origins in more than one racial category at program entry.

Sex:
Male: The participant indicates that he is male.
Female: The participant indicates that she is female.

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

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

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	1	0	1	0	0	4	17	0	0	3	6	1	0	33
19-24	0	0	0	0	0	0	17	25	1	0	3	6	0	0	52
25-44	0	0	0	0	0	0	14	46	0	0	1	9	0	0	70
45-54	0	0	0	0	0	0	1	8	0	0	0	2	0	0	11
55-59	0	0	0	0	0	0	1	6	0	0	0	0	0	0	7
60+	0	0	0	0	0	0	1	2	0	0	0	1	0	0	4
Total	0	1	0	1	0	0	38	104	1	0	7	24	1	0	177

*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.

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

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
Age Group (A)	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	1	0	0	0	0	0	26	18	0	0	5	4	0	0	54
19-24	1	0	0	0	3	1	13	9	0	0	2	6	0	0	35
25-44	0	0	1	1	0	0	7	35	0	0	1	4	0	0	49
45-54	0	0	0	0	0	0	3	12	0	0	0	2	0	0	17
55-59	0	0	0	0	0	0	0	4	0	0	0	0	0	0	4
60+	0	0	0	0	0	0	3	2	0	0	0	1	0	0	6
Total	2	0	1	1	3	1	52	80	0	0	8	17	0	0	165

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

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

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

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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**	31	43	45	4	0	1	124
Integrated Education and Training Program	3	17	7	1	0	0	28
Adult Secondary Education***	0	1	0	0	0	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	5	1	1	0	7
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	2	8	20	6	6	3	45
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	33	52	70	11	7	4	177

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.
The total in column H should equal the total in column P of Table 1.
**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).
***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).
****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).
*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

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

NRS Table 4

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

Measurable Skill Gains (MSG) by Entry Level

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

First Period of Participation										All Periods of Participation				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least One EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ABE Level 2	35	0	1833	6	0	1	18	10	20	35	6	0	1	20
ABE Level 3	55	0	4136.25	8	4	7	24	12	34.55	55	8	4	7	34.55
ABE Level 4	36	0	2189.5	6	4	12	8	6	61.11	36	6	4	12	61.11
ABE Level 5	1	0	6	0	1	0	0	0	100	1	0	1	0	100
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	127	0	8164.75	20	9	20	50	28	38.58	127	20	9	20	38.58
ESL Level 1	12	0	419.5	1	0	0	10	1	8.33	12	1	0	0	8.33
ESL Level 2	5	0	421	2	0	0	1	2	40	5	2	0	0	40
ESL Level 3	12	0	701	0	0	0	8	4	0	12	0	0	0	0
ESL Level 4	7	0	384.5	1	0	0	3	3	14.29	7	1	0	0	14.29
ESL Level 5	14	0	929.5	2	0	0	7	5	14.29	14	2	0	0	14.29
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	50	0	2855.5	6	0	0	29	15	12	50	6	0	0	12
Grand Total	177	0	11020.25	26	9	20	79	43	31.07	177	26	9	20	31.07

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.

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

- For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	6	2	33.33	4	66.67	0	0	0	0
ABE Level 3	11	7	63.64	6	54.55	0	0	0	0
ABE Level 4	8	8	100	1	12.5	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	25	17	68	11	44	0	0	0	0
ESL Level 1	1	1	100	0	0	0	0	0	0
ESL Level 2	2	2	100	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0
ESL Level 4	1	1	100	0	0	0	0	0	0
ESL Level 5	2	2	100	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	6	6	100	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
Grand Total	31	23	74.19	11	35.48	0	0	0	0

Instructions for Completing Table 4A

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

NRS Table 4B

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	10	1159.75	6	2	2	60
ABE Level 3	26	3140.5	11	9	6	42.31
ABE Level 4	22	1575.5	8	12	2	36.36
ABE Level 5	0	0	0	0	0	0
ABE Total	58	5875.75	25	23	10	43.1
ESL Level 1	3	213.5	1	1	1	33.33
ESL Level 2	2	302.5	2	0	0	100
ESL Level 3	3	397.5	0	1	2	0
ESL Level 4	2	160	1	1	0	50
ESL Level 5	6	684	2	1	3	33.33
ESL Level 6	0	0	0	0	0	0
ESL Total	16	1757.5	6	4	6	37.5
Total	74	7633.25	31	27	16	41.89

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 = Column D / Column B

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

NRS Table 4C

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

First Period of Participation										All Periods of Participation				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	Total Number of Periods of Participation in Which Participants Achieved at Least One EFL Gain (L)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma * (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ABE Level 2	12	0	997	4	0	0	5	3	33.33	12	4	0	0	33.33
ABE Level 3	24	0	1833	3	2	0	14	5	20.83	24	3	2	0	20.83
ABE Level 4	10	0	963.5	4	2	0	2	2	60	10	4	2	0	60
ABE Level 5	1	0	6	0	1	0	0	0	100	1	0	1	0	100
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	47	0	3799.5	11	5	0	21	10	34.04	47	11	5	0	34.04
ESL Level 1	6	0	198.5	0	0	0	5	1	0	6	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	3	0	143.5	0	0	0	3	0	0	3	0	0	0	0
ESL Level 4	2	0	111	0	0	0	1	1	0	2	0	0	0	0
ESL Level 5	2	0	244.5	1	0	0	1	0	50	2	1	0	0	50
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	13	0	697.5	1	0	0	10	2	7.69	13	1	0	0	7.69
Grand Total	60	0	4497	12	5	0	31	12	28.33	60	12	5	0	28.33

- 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: (Column J) = (Column E + Column F + Column G)/(Column B – Column C)
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain was achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam. Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N.

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

NRS Table 5

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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 *	212	72	33.96	214	74	34.58
Employment Fourth Quarter after exit *	231	47	20.35	235	49	20.85
Median Earnings Second Quarter after exit **	72	4711.04		74	4661.55	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	20	7	35	21	8	38.1
Attained any credential (unduplicated) *****	21	7	33.33	22	8	36.36

Instructions for Completing Table 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Columns D and G are not applicable to Median Earnings.

NRS Table 5A

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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	208	68	32.69	210	70	33.33
Employment Fourth Quarter after exit	104	29	27.88	104	29	27.88
Median Earnings Second Quarter after exit	68	4769.01		70	4760.53	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	6	5	83.33	6	5	83.33
Attained any credential (unduplicated) *****	7	5	71.43	7	5	71.43

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

Participant Status on Entry into the Program (A)	Number (B)	
Employed		80
Employed, but Received Notice of Termination of Employment or Military Separation is pending		0
Unemployed		70
Not in the Labor Force		27
TOTAL		177
Highest Degree Level of School Completed*	**US Based Schooling**	**Non-US Based Schooling**
No Schooling	0	0
Grades 1-5	1	6
Grades 6-8	8	14
Grades 9-12 (no diploma)	90	16
Secondary School Diploma or alternate credential	12	11
Secondary School Equivalent	1	0
Some Postsecondary education, no degree	13	3
Postsecondary or professional degree	1	0
Unknown	1	0
TOTAL (both US Based and Non-US Based)		177
Program Type**		
In Family Literacy Program		0
In Workplace Adult Education and Literacy Activities***		0

Participant Status on Entry into the Program (A)	Number (B)
Institutional Programs (section 225)	
In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	0

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry* per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.
** Participants counted here must be in a program specifically designed for that purpose.
*** The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

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

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

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

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

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

Staff:

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

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

Function (A)	Adult Education Personnel		
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	Unpaid Volunteers (D)
State-level Administrative / Supervisory / Ancillary Services	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	2	2	0
Local Counselors	0	0	0
Local Paraprofessionals	1	0	0
Local Teachers	5	3	1
Teachers' Years of Experience in Adult Education			
Less than one year	0	0	
One to three years	0	0	
More than three years	5	3	
Teacher Certificate			
No certification	3	3	
Adult Education Certificate	0	0	
K-12 Certification	1	0	
Special Education Certification	0	0	
TESOL Certification	1	0	

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

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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*	2	0	0	2	0	0
Median Earnings Second Quarter after exit**	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Family Literacy Follow-up Outcome Measures	**Number of Participants who Exited**	**Number of Participants who Exited Achieving Outcome**	**Percent Achieving Outcome**			

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

NRS Table 9

Select Reporting System: NRS FY 21-22

Agency: UNM-Valencia

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	45	4	8.89	45	4	8.89
Employment Second Quarter after exit	15	2	13.33	16	3	18.75
Employment Fourth Quarter after exit	29	3	10.34	30	3	10
Median Earnings Second Quarter after exit	2	9490		3	5980	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	**Number of Participants Who Exited**	**Number of Participants Who Exited Achieving Outcome**	**Percent Achieving Outcome**			
Achieved Citizenship Skills	0	0	0			

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

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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

Instructions for Completing Table 10

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

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

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

For reporting the Primary Indicators of Performance:

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

Follow instructions for completing Table 5 to report these outcomes.

OMB Number 1830-0027

NRS Table 11

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

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	28	4	14.29	28	4	14.29
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	28	0	0	28	0	0
MSG via Secondary or Postsecondary Transcript	28	20	71.43	28	20	71.43
MSG via Progress Toward Milestones	28	0	0	28	0	0
MSG via Passing Technical/ Occupational Skills Exam	28	0	0	28	0	0
Employment Second Quarter after exit	14	12	85.71	15	13	86.67

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Employment Fourth Quarter after exit	22	16	72.73	23	17	73.91
Median Earnings Second Quarter after exit	12	4119		13	3869	
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	20	7	35	21	8	38.1

Instructions for Completing Table 11

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

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

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

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

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

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

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

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

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

Select Reporting System: NRS FY 21-22 ▼ Agency: UNM-Valencia

	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
Age Group (A)	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NRS Table 14: Local Grantees by Funding Source

Select Reporting System: Agency: UNM-Valencia

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

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

Instructions for Completing Table 14

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

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

*** Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

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

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