



**State of New Mexico
Higher Education Department
Adult Education Division**

**Program Annual Report
Preparation Guidelines and
Reporting Template**

2019-2020

Please email reports to:

adult.education@state.nm.us

AND

amy.anderson@state.nm.us

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo, Suite 4
Santa Fe, NM 87505

**Reporting Deadline
September 1, 2020**

Annual Program Report

2019-2020

Checklist:

- Complete Cover Page with Signatures
- Complete Section I (Program Narrative)
- Complete Section II (Student Data)
- Complete Section III (Evaluation of Program Effectiveness)
- Complete Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)
- Complete Section V (Career Pathways Activities)
- Complete Section VI (College and Career Readiness Standards).
- Complete Section VII (IELCE)
- Complete Section VIII (Staff and Professional Development).
- Complete Section IX (Fiscal Survey)
- Attach all NRS Tables
- Attach MOUs and IFAs

Annual Program Report

2019-2020

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Introduction:

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2019-2020 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

General Instructions:

1. Cover Page
2. Annual Report (Sections I – IX).

This section includes:

- Section I (Program Narrative Report)
 - Section II (Student Data)
 - Section III (Evaluation of Program Effectiveness)
 - Section IV (WIOA Partner Activities, including Integration with One-Stop Partners)
 - Section V (Career Pathway Activities)
 - Section VI (College and Career Readiness Standards)
 - Section VII (IELCE Activities)
 - Section VIII (Staff and Professional Development)
 - Section IX (Fiscal Survey)
3. Attach all NRS Tables
 4. Attach MOU and IFA

Annual Program Report
Cover Page

Program Name: Adult Education Program

Institution or Organization: Northern New Mexico College

Address: 921 Paseo de Onate
City: Espanola, NM
County: Rio Arriba
Zip: 87532
Main Phone: 505-747-2100
Fax: 505-747-5403
Website: www.nnmc.edu

Fiscal Year: 2019-2020

Submission Date: 8/28/2020

Program Director, Manager, or

Coordinator Name: Robert Freeman

Contact Information: Phone: 505-484-8358

Email: Robert.freeman@nnmc.edu

Don Appiarius, EdD
Assistant Provost/Title IX
Coordinator

Alternate Contact Name: Northern New Mexico College

Contact Information: Phone: (505) 747-2255

Email: don.appiarius@nnmc.edu



Aug 26, 2020

DATE

Signature of the Chief Executive Officer or Designee

Richard J. Bailey, Jr., Ph.D. President

Typed Name and Title:

Section I. Program Narrative Report

The Northern New Mexico College (NNMC) Adult Basic Education program (ABE) is located on the campus, which is north of Santa Fe, NM. NNMC ABE program serve students in three counties. Rio Arriba, Los Alamos and Santa Fe. The greatest number of the population of the ABE students come from Rio Arriba County, which the majority of the ABE students are self-identified as Hispanic. The primary issue with NNMC program is providing servicing for the surround counties and students struggle with the barrier of availability and awareness. The COVID-19 has expedited our Distance Learning (DL) program, which amorph the barriers into technological issues. Each county has different needs technological varying from lack of hardware, computers device to Wi-Fi. NNMC does offer Wi-Fi in the park lot of the campus for students.

The Adult Education Program at NNMC has two adult education programs HEP and ABE program, which operates separately. This report focusses only on the ABE program. The ABE program participated in the High Education (HED) development program, the Career Pathway Initiative (CPI), which work on the strategy plan and assisted in developing the program. The year-long training program sponsored by HED was for the director to and collaboration with other directors throughout the state, which include development of career pathway programs. The ABE previous program Director started the CPI and was finished with a new director.

The ABE staff has ongoing weekly meeting and discussion via zoom, email, and telephone. The ABE students are contact using personal cell and home phones, due to the COVID-19 and regulation directed by the NNMC and the State of New Mexico. The ABE program with submit to purchase cell phones for the ABE staff due to the volumes of calls with the ABE students.

The past fiscal year there were critical changes in the program. The ABE program has implemented two staff changes. There are three full-time staff, which are a Data Entry Clerk and a Program Coordinator/Career Pathway Instructor A new director was appointed with the position vacant for some time. The NNMC campus was shut down due to the COVID-19. A noticeably confident math instructor left in the middle of the semester. The remaining instructor had to learn to instruct via DL. Additionally, there were changes in the NNMC as well. However, the ABE program was managed to maintain their students and continue to assess and enrollment.

The Adult Education Program collaborates and partners with NMCC and the community (city, county and state government, local businesses, and local school districts) to serve the needs of the community and ABE students. NNMC ABE programs is signed with Memorandum of Understanding (MOU) with McCurdy Ministries Community Center (MMCC) providing adult education classes. Additionally, the NNMC AE program has an MOU with the Northern Area Local Workforce Development Board (NALWDB), with the agreement that we will collaborate as a workforce system and develop streamline services throughout our communities in the Northern Region.

Finally, the NNMC ABE program goals are aligned with NNMC mission statement and Workforce Innovation Opportunity Act (WIOA) to provide education and training services to student seeking a High School Equivalency and Career Pathway development. The ABE program has implemented these changes this FY: 1) Distance Learning Program, and 2) providing open enrollment during COVID-19 era.

Section II. Student Data 2019-2020

Please enter the following information regarding student count/hours for:

- your total program
- each satellite site

	Total Program	Site:	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	13				
Total count of students with 12 + hours	108				
Total contact hours for students with 12 + hours	7,767				
Average contact hours for students with 12 + hours	71.91				
Average contact hours for students with 12 + hours experiencing level gains	183.17				
Count of all HSE graduates with 12 + hours	26				
Count of HSE in Español graduates with 12 + hours	0				
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	47.8				
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	16.7				
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	36.7				
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	83.3				
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	78.9				
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	16.7				
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	5				

Hubble, J. H. (2000). Intake Procedures as a Factor in Identifying and Addressing Barriers to Attendance of Adult Education Students.

Adult Education Local Provider Annual Report

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Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	3					
Please provide a list of communities or organizations requesting services or additional service from your program.		Service Requested				
Northern New Mexico/HEP program		HSE Classes				
Espanola Public Library		Technology skill classes				
Espanola Workforce Development		HSE Classes				

Section III. Evaluation of Program Effectiveness

In this section please address program performance and demonstrated effectiveness. Look at the data for individual sites, as well as for your program as a whole.

1. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?
 - a. ABE students are challenge with various barriers, thus, to improve the performance level of the program the student performance must improve. There are various reasons for adults are going back to school from technology advancements to a career change. Secondary training and education are essential to get a good-paying job. Adults are discovering to improve their lives; they must go back to school. Consequently, these adults who did not get their high school diploma lack the skills and must seek help and adult basic education programs. Therefore, the start of the classes will be on transformative learning. Transformative learning is changing the worldview or perspective. Baumgarther (2019) argues that transformative learning will foster critical thinking and discussion, which will develop a broader understanding of the themselves and the world.
 - b. The NNMC ABE program promising practice is the promote a successful transition of students form ABE to postsecondary education. The ABE program will capitalize on the existing models of ABE program throughout the state what has been successful. Use the data for NRS to improve the program and highlight the impact on students needs.
2. When you look at your program data, how effective do you gage your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.
 - a. The program for several years has depicted steady improvement in the areas of enrollment, and graduations. NNMC ABE program is increasing enrollment about 14% from the previous years. NNMC does have the HEP program, which offset the ABE program with students. Consequently, if the students qualify for the HEP program the students must be referred. Therefore, student who are assessed well and qualify for HEP is not enrolled.
 - b. Nonetheless, there are an 24% graduation rate of students with 12 hours. Students that are obtain 12 hours and more there is a 74% retention. Therefore, students getting 12 hours are more are engaged in the ABE program increase rate for completing the program.
 - c. The great challenge for a lot of program is retention, which is related to intake process. Hubble (2000) illustrates that intake process is critical form retention and it is essential to address the barriers ABE students face int the intake process. Thus, the intake process should be continuously evolving, which will decrease the retention rate.
3. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.
 - a. The ABE program has display improvement in student and program success. Consequently, the past fiscal year the data shows small increases in students and

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program successes. The data displays that students with 12 plus hours and not achieving an MSG. ABE program has worked with returning students thus the objective is the increase the contact hours. The contact hours are the center of gravity for obtain an MSG's. Students with seventy hours and more has more likely to complete the program. Student with twelve plus hours and MSG are likely to stay with the program. The ABE program would have sufficient increase with the improvement of the contact hours even by a small percent.

4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.
 - a. The improvement initiatives based on the career development program. NNMC ABE program has implemented a career coordinator instructor (CCI). The career instructor with be focused on transformative learning, developing a different worldview. This will be done by developing career pathway with goal and objectives, additionally, have discussion with their peers concerning real world matter.

5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.
 - a. The primary thing that was affected by the pandemic was the platform the services were presented. All the ABE classes were presented in a physical class as well as their assessment test. Almost overnight, the NNMC ABE program went online, which presented a learning curve for the instructor and the students. Unfortunately, the ABE program could not use the college online platform. Therefore, we use the google platform, which has continued to work well and well be continuing as a part of the ABE program.

Section IV. WIOA Partner Activities, including Integration with One-Stop Partners

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena.

1. Please provide an estimate of FEDERAL FUNDS used during the 2019-2020 fiscal year to support Title I WIOA related activities and services through the One-Stop system. - 0 -

2. Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA.

- a. This year the ABE program members redrafted the MOU between the Northern Area Local Workforce Development Board (LWDB). The new MOU provides guidance how the two organization collaborate services for the ABE students through funding, training, referrals and reporting efforts.
 - b. NNMC ABE programs supports all o WIOA service through promotes via the intake process. Additionally, the Workforce provides week orientation and counseling services for the ABE students. The ABE program is supporting and referral students for the services that they qualify.

3. Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.
 - a. The ABE program has a English as a Second Language (ESL) instructor that supports both ABE program at NNMC. The ESL program offer international and adult literacy students a chance to learn English or improve their English language skills.
 - b. There is the Reasoning through Language Arts, which provides reading and writing skills for the ABE students. The Language Arts course focuses on analyzing information in different types of texts.

4. Include a copy of your program’s MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.
 - a. Please see attached.

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 2019-2020 program year.

1. Please attach your original Career Pathways Initiative Action Plan + final Progress and Sustainability Plan to this report. Please see attached.
2. Describe how your organization's activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)
3. If your organization is currently in the process of actively developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.
4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

Section VI. College and Career Readiness Standards

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS). Of course we understand that your answers to the questions below will necessarily include both pre-and-post pandemic realities. We trust you will capture both and organize your responses in a way that makes most sense to you and adds helpful perspective to information already supplied in earlier sections of this report.

1. Describe how your organization's program a) is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.
 - a. The Adult Education program ensures that the curriculum and services provided to students are of sufficient intensity and quality by aligning curriculum to the college and career readiness standards and towards career pathways. In addition, students participate in project based and hands-on learning to develop knowledge and skills to prepare them for the workforce. Our ESL curriculum not only focuses on developing students literacy, listening, writing, and speaking skills, but also integrates life skills and career skills. Both Adult Education and ESL instructors use online platforms such as Khan Academy, Boom Learning, Learning Upgrade, O'Net, and Mango Languages as supplemental instruction to reinforce instruction and learning and increase HiSET readiness.

2. Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.
 - a. Students participate in a Computer Skills class to increase and improve their use and knowledge of computers and technology. On campus, students have access to a computer lab encouraging computer use and promoting students access to information. Adult Education classrooms are equipped with Mondopads to deliver instruction and integrate technology to enhance and support digital learning. The Mondopads can be used to provide distance education and web conferencing. Since April of 2020 classes have been taught online via Zoom and Google classroom allowing students to adjust their own pace of learning. To provide students with the tools and resources that are needed for online classes, 15 chromebooks were purchased to be used by students without devices.

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

For this section, if the program received IELCE funding for 2019-2020, please describe IELCE activities and services provided by the program so far this fiscal year.

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

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

N/A

2. Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.
3. Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)

VIII. 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 2019-2020

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Freeman	Robert	Director	Full	MA	7	Pathway to Success	6/30/20	Online
Freeman	Robert	Director	Full	MA	“	LACE Training	7/02/20	Online
Freeman	Robert	Director	Full	MA	“	Statistic RES845	04/06/20	Online
Freeman	Robert	Director	“	“	“	Psychology Leadership	6/01/2020	Online
Backhaus	Ekaterina	Instructor Science & Math	PT	PhD	3	Communication & Organization	7/24/20	Webinar
Backhaus	Ekaterina	Instructor	PT	PhD	3	Best Practices in Digital Learning for Adult Education for Math	7/23/20	Webinar
Backhaus	Ekaterina	Instructor	PT	PhD	3	Summer of Learning Math	7/15/20	Webinar
Backhaus	Ekaterina	Instructor	PT	PhD	3	Blackboard Training	5/12/20	Webinar
Backhaus	Ekaterina	Instructor	PT	PhD	3	An Educator’s Guide teaching on Zoom	10/19/19	
Wagner	Julianne	Instructor Reading & Civic	PT	MA	2	Best Practices in Digital Learning for Adult Education for Math	7/23/20	Webinar
Wagner	Julianne	Instructor	PT	MA	2	Reading Strategies	6/25/20	Webinar
Wagner	Julianne	Instructor	PT	MA	2	Best Practice for Distance Learning	7/01/20	Webinar
Sanchez	Sandy	Career PW Instructor	Full	BS	5	TABE 11/12 Text Complexity	1/23/20	Online

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Sanchez	Sandy	Career PW Instructor	Full	BS	5	TABE 11/12 Online Remote Testing	5/01/20	Online
Sanchez	Sandy	Career PW Instructor	Full	BS	5	Professional Development Strategic	6/26/19	Online
Olivas	Cristian	Data Tech	Full	HS		LACES	6/6/20	Online
Olivas	Cristian	Data Tech	Full	HS		TABE 11/12	6/6/20	Online

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
1259	\$54.48	\$68,590

2. Please indicate FY 2019-2020 hours contributed – Volunteer Admin (Receptionist/Front Desk)

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

3. Please indicate FY 2019-2020 hours contributed – Board of Directors (Organizational Development)

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

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

0

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

0

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

15,000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
0	0	0

Alternate option:

0

Please indicate institution's building renewal and replacement allocation

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

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2019-2020.

Source	Amount
N/A	

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2019-2020 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, 2020.

Student:

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

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
	ABE*** Level 1	1	0	0	0	0	0	2	2	0	0	0	0	0	
ABE Level 2	0	2	0	0	0	0	13	24	0	0	0	1	0	0	40
ABE Level 3	2	3	0	0	0	0	11	15	1	0	2	0	0	0	34
ABE Level 4	0	2	0	0	0	0	4	2	0	0	0	1	0	0	9
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	1	0	0	0	0	1	0	0	2
ESL*** Level 1	0	0	0	0	0	0	4	3	0	0	0	0	0	0	7
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	2	2	0	0	0	0	0	0	4
ESL Level 4	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	3	7	0	0	0	0	37	55	1	0	2	3	0	0	108

*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

Student:

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

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (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	1	5	0	0	0	0	17	24	0	0	1	3	0	0	51
19-24	1	1	0	0	0	0	9	10	0	0	1	0	0	0	22
25-44	1	0	0	0	0	0	7	16	0	0	0	0	0	0	24
45-54	0	1	0	0	0	0	2	4	1	0	0	0	0	0	8
55-59	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2
60+	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	3	7	0	0	0	0	37	55	1	0	2	3	0	0	108

*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

Student:

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

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (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	2	3	0	0	0	0	0	0	5
19-24	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
25-44	0	0	0	0	0	0	2	3	0	0	0	0	0	0	5
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	0	0	0	0	0	0	4	9	0	0	0	0	0	0	13

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

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

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

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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**	46	21	16	3	1	1	88
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	2	0	0	0	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	3	1	8	5	1	0	18
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	51	22	24	8	2	1	108

*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.

ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	2	0	119.5	0	1	1	0	50	2	0	1	50
ABE Total	90	0	7220.5	20	26	33	11	51.1	91	20	27	51.6
ESL Level 1	7	0	236	2	0	5	0	28.6	7	2	0	28.6
ESL Level 2	5	0	190	1	0	4	0	20	5	1	0	20
ESL Level 3	4	0	102.5	0	0	4	0	0	4	0	0	0
ESL Level 4	2	0	18	0	0	2	0	0	2	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	18	0	546.5	3	0	15	0	16.7	18	3	0	16.7
Grand Total	108	0	7767	23	26	48	11	45.4	109	23	27	45.9

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- 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

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	3	3	100	0	0	0	0	0	0
Grand Total	26	15	57.7	16	61.5	0	0	0	0

Instructions for Completing Table 4A

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

Student:

NRS Table 4B

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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	3	275	3	0	0	100
ABE Level 2	24	2937	14	8	2	58.3
ABE Level 3	13	1121	5	5	3	38.5
ABE Level 4	3	263	1	2	0	33.3
ABE Level 5	0	0	0	0	0	0
ABE Total	43	4596	23	15	5	53.5
ESL Level 1	2	75	2	0	0	100
ESL Level 2	1	91.5	1	0	0	100
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
ESL Total	3	166.5	3	0	0	100
Total	46	4762.5	26	15	5	56.5

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

- 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,

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ESL Level 4	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0
Grand Total	9	844	1	0	1	7	11.1	9	1	11.1

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant's pretest score 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 D through G.
- The number in column D is the number of participants who completed one or more Educational Functioning Level 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 E is the number of participants who attained a secondary school diploma or its equivalent.
- Enter only the most recent achievement, if attained, per participant in column D or column E.
- Column F 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, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column G is number of participants who remain enrolled and achieved no measurable skill gain.
- Column D + E + F + G should equal the total in column B.
- Column H is calculated using the following formula: (Column H) = (Column D + Column E) / (Column B)
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of

Student:

NRS Table 5

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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 *	96	42	43.8	100	44	44
Employment Fourth Quarter after exit *	78	34	43.6	80	36	45
Median Earnings Second Quarter after exit **	42	3821.84		44	3732.23	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	2	1	50	2	1	50
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	2	1	50	2	1	50

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	2	1	50	2	1	50

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

Student:

NRS Table 5A

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

Primary Indicators of Performance for Participants in Distance Education

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

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:

NRS FY 19-20

Agency: Northern New Mexico College

Participant Status on Entry into the Program (A)	Number (B)	
Employed	41	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0	
Unemployed	60	
Not in the Labor Force	7	
TOTAL	108	
Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	1
Grades 1-5	1	0
Grades 6-8	8	6
Grades 9-12 (no diploma)	72	15
Secondary School Diploma or alternate credential	1	0
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	0	2
Postsecondary or professional degree	0	0
Unknown	0	2
TOTAL (both US Based and Non-US Based)	108	
Program Type**		
In Family Literacy Program	0	
In Workplace Adult Education and Literacy Activities***	0	
Institutional Programs (section 225)		
In Correctional Facility	0	
In Community Correctional Program	0	

Student:

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

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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

Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
Increased Involvement in Children's Education	0	0	0
Helped more frequently with school	0	0	0
Increased contact with children's teachers		0	
More involved in children's school activities		0	
Increased Involvement in Children's Literacy Activities		0	
Reading to children	0	0	0
Visiting library		0	
Purchasing books or magazines		0	
Left Public Assistance		0	

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

For reporting measurable skill gains:

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

Student:

NRS Table 9

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

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

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

Instructions for Completing Table 9

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

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

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

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

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

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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

Student:

NRS Table 11

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

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

Instructions for Completing Table 11

Include only IET program participants but exclude participants who exited due to the exclusions listed in OCTAE Memorandum 17-2

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System:

NRS FY 19-20 ▼

Agency: Northern New Mexico College

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							

**MEMORANDUM OF AGREEMENT
BETWEEN
Northern New Mexico College
AND
Northern Area Local Workforce Development Board**

WHERE AS, The Workforce Innovation and Opportunity Act (WIOA) is a complex piece of legislation signed into law in 2014 in an effort to improve coordination among the primary federal programs that support employment services and workforce development, including adult education and vocational rehabilitation programs and activities.

WHEREAS, central to the WIOA *legislation is the requirement of enhanced cooperation and alignment among the core programs within the law including: (1) the Adult, Dislocated Worker and Youth formula programs administered by the Department of Labor (DOL) under Title I; (2) the Adult Education and Literacy program administered by the Department of Education (ED) under Title II; (3) the Wagner-Peyser Act employment services program administered by DOL under Title III;*

WHEREAS, the overarching goal of WIOA is to meet the pressing need of employers to have an appropriately-skilled talent pool, and to assist the nation's workforce with not only adequate access to jobs, but also the support and skills required to secure and retain those jobs. The workforce development system is designed to prepare the unemployed, underemployed and low-skilled adults for sustainable, meaningful employment.

WHEREAS, WIOA prioritizes serving people who have barriers to employment, including barriers to meaningful careers that provide a family-sustaining wage and the opportunity for advancement. Under both the letter and the spirit of WIOA legislation, all of these entities are required to work together to promote effective services that are mutually supportive, well-coordinated, and appropriately aligned.

WHEREAS, the purpose of this Memorandum of Agreement (MOA) is to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB), the Adult Education partners, and the NALWDB's service providers within the Northern Workforce Region of New Mexico.

The development and implementation of a comprehensive workforce system requires teamwork and collaboration between all the partners and the NALWDB.

Identified WIOA partners aim to effectively meet the regional workforce demand and the employment needs of individuals who are unemployed or underemployed and are lacking the education and training needed for gainful employment. *The Partners and the NALWDB agree to collaborate to implement an effective integration of workforce services.*

In an effort to achieve this shared purpose, all identified partners agree to:

- Collaborate to provide Integrated Education Training (IET) through concurrent enrollment programs that include adult education, post-secondary, and employment services that enable students to reach the goals of:
 - Strengthening basic skills, including English language skills
 - Earning an HSE credential (if lacking one)
 - Completing a postsecondary credential
 - Passing industry certification exams if applicable
 - Obtaining sector employment if applicable
- Support recruitment of the targeted population with marketing, awareness building, and individual referrals.
- Facilitate data collection, sharing, matching and support for reporting and evaluation.
- Ensure representation at collaboration meetings.
- Facilitate the training and cross-training of WIOA partners and stakeholders in the region.
- Foster connections with industry partners to ensure industry support for:
 - Referral of potential participants to workforce training programs
 - Meeting with collaborators and/or funders to offer input and feedback
 - Paid or unpaid internships for IET program graduates. (apprenticeships are a priority in NM)
 - Job placement for program graduates.

A. The Adult Education program at Santa Fe Community College agrees to:

1. Establish, coordinate, and implement adult education courses in support of career pathways and workforce training preparation, to provide services to eligible participants recruited from all partner agencies.
2. Offer contextualized, standards-based instruction for basic skills.
3. Assess participant academic progress in basic skills, monitor student progress and support, provide tracking and reporting.
4. Provide the instruction and support needed for students to attain their high school equivalency credential, if needed.
5. Provide instruction in English language acquisition in support of successful participation in the workplace, school, and in the community.
6. To plan and facilitate meetings of collaborating partners.
7. Share in the participant recruitment, data collection and reporting efforts.
8. Co-develop, co-plan, and co-evaluate, in partnership with college faculty and workforce staff, workforce training programs in high demand industry sectors.

Santa Fe Community College, executive team agrees to:

1. Provide the administrative support necessary to ensure that IBEST participants succeed.
2. Ensure access to the necessary facilities and instructional technology.
3. Provide the marketing and student services need to support recruitment.

B. The Northern Area Local Workforce Development Board, workforce connections, and Title 1 Service Provider agrees to:

1. Subject to funding availability, eligible adult education students will have priority access to WIOA Title 1 funds and other available funding to support their participation in IET and performance incentive programs. Title 1 service providers:
 - Coordinate orientations scheduled prior to the start of each semester, on-site at partner locations when possible.
 - Work closely with Adult Education partner staff to ensure eligible participants receive training funds and enroll into training program classes.
 - Provide incentives for youth who reach identified academic benchmarks in adult education programs.
 - Case management for participants enrolled in a career pathway or workforce training program.
 - Training assistance and support for participants in finding additional financial resources to pay for career and technical training.
 - Coordinate opportunities for participants to interact with local employers via class visits and job fairs on campus, when applicable.
 - Support for participants with employment related costs such as certifications, licenses, uniforms, and tools.
Provide Job search support.
2. Support Adult Education students with employability training in areas such as career exploration, professionalism in the workplace, resume development, and interviewing, at one-stop sites and within the classroom setting as appropriate.
3. Enroll adult education participants in workforce online connections system when applicable.
4. Share in the participant recruitment, data collection and reporting efforts.

C. Term of Agreement

This agreement is for the period July 1, 2020 until June 30,2022 and can be amended or extended to June 30, 2024 if necessary.

D. Records Retention

Per state statute 1.20.3.953 records must be retained for six years after termination of grant and an audit of such records may be requested at any point in time by Santa Fe Community College. A copy of the most current audit report must be submitted no later than January 15th of the following year to SFCC's Contracts and Grant office, 6401 Richards Avenue, Santa Fe, NM 87508.

E. Liability

Neither party shall be responsible for liability incurred as a result of the other party's acts or omissions in connection with this MOA. Any liability incurred in connection with the MOA is subject to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 et

seq., NMSA 1978 as amended. In the event of either party's breach of this MOA, the other party's sole and exclusive remedy shall be the right to terminate this MOA. In no event shall either party have liability for either incidental or consequential damages resulting from or arising in connection with this Memorandum of Agreement.

F. Termination Notice

Either party may terminate this agreement with 90 days written notice. In case of such termination, all responsibilities incurred prior to such notice of termination pursuant to this agreement shall be carried out.

The undersigned agree that this document represents the agreement between Santa Fe Community College and the Northern Areas Local Workforce Development Board.

Date
Dr. Richard Bailey Jr., President
Northern New Mexico College

Date
Robert Freedman, Director, Adult Education
Northern New Mexico College

Date
Lisa Ortiz, Executive Director
Northern Area Local Workforce Development Board

Date
Joseph Weathers, Board Chair
Northern Area Local Workforce Development Board

CAREER PATHWAYS IN ADULT EDUCATION

Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: Adult Education Program @ Northern New Mexico College

This is an opportunity for local programs to reflect on the progress you have made relative to career pathways implementation based on the components of your Career Pathways Plan. Please indicate what specifically you have been able to accomplish during Phase 2 of the Career Pathways Statewide Initiative and your plans for continued implementation during FY21. We understand that the covid-19 pandemic has affected all programs' implementation efforts and expect that much of your plans have changed to accommodate current circumstances or will shift into the coming fiscal year. It is sufficient to be concise with a bulleted response.

Progress on Implementation

Relative to the Components of your Career Pathways Plan, what have you accomplished toward establishing a career pathways model? There was no staff for the AE program until March 2020. Therefore, the majority of the Sustainability plan was not implemented.

Did you have to revise your plans based on the covid-19 pandemic or because things did not play out as intended? If so, please explain: The current program moved online (Distance Learning) using google class. Additionally, 15 Chromebooks are being purchased to support the COVID 19 pandemic.

Sustainability Plan

Relative to the Components of your Career Pathways Plan, what are your plans for continued career pathways implementation during FY21?

The objective of continuing the career pathway created in the previous model is prominent. As the new program director, Frist the career culture in developing mission and vision statements with the Asst Provost, Second, an aggressive marketing campaign is being developed. Third, the LMI is initial with new career instructors to built plan portfolios. Lastly, the intake, assessment, and orientation process will adapt to an online plan, nonetheless, maintain the guidelines in the Gap Analysis and Plan.

The remainder of the individual plan education, career advising, contextualized instruction, services alignment, strengthen partnership, and support of services will continue throughout FY 21.