



ADULT EDUCATION PROGRAM

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FY 2019-2020 Annual Report

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Date Submitted: September 01, 2020

A handwritten signature in blue ink, appearing to read "Becky Rawley", is written over a horizontal line.

Signature of the Chief Executive Officer or Designee

Rebecca K. Rowley, President

Typed Name and Title

09/01/2020

Date

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

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. Please list your program's three highest priority goals for the 2019-2020 program year. Discuss your program's progress on each of these goals, as well as any additional program year highlights you care to share. If you encountered significant goal-related challenges that were NOT due to the COVID pandemic, please cite them here; pandemic-related program impacts will be addressed separately in question #4 below.

Santa Fe Community College Adult Education's mission is to serve the diverse Santa Fe community and its workforce by providing free, high- quality basic skills instruction to adults so they can achieve their educational and career goals and strengthen their family and community involvement. Our department has three major programs which serve students in Santa Fe County and surrounding areas. These programs are the Academic and Career Education (ACE) program, the English as a Second Language (ESL) program and the Literacy program which is also known as Literacy Volunteers of Santa Fe (LVSF). Our programs provide opportunities for students to improve their lives by learning basic literacy and numeracy skills, earning a High School Equivalency (HSE) credential, learning English as a Second Language, preparing ESL students for citizenship, preparing for college and careers, and obtaining and keeping a job.

Our FY 2019-2020 program goals were:

- to increase program-wide student level gains to 36%;
- to increase student retention (40+ hours) to 60%;
- to continue cultivating new and shared funding resources in order to expand innovative program opportunities such as Integrated Education Training;
- to cultivate new and existing partnerships to expand community outreach and services; and
- to expand career pathway opportunities and workforce readiness services.

At year-end we are working in a COVID-19 pandemic and continuing work towards meeting our goals, improving student performance measures, and achieving continuous program improvement. Our **overall level gains rate was 18%** as of end of Q4, which is 16% less than last year at this time. This level gain rate is due to the inability to post-test our students due to the pandemic. We fell short of meeting our goal of 36%

Our **program's retention rate to 40 hours or more at year-end was 54%**, which is 5% less than last year at this time. For Q4 this FY our numbers show that 498 out of 928 fundable students met the 40-hour point of instructional hours. At year-end we were close to the goal of 60% of students completing 40 hours of instruction.

This FY we acquired more money from the state due to the \$3 million increase from the NM Legislature. SFCC AE applied for these additional funds and was successfully funded.

Our AE Department participated in a NMHED statewide Career Pathways Initiative and created a comprehensive Career Pathways Plan. We will be incorporating all phases of the plan next fiscal year. Additionally, a team of ESL instructors along with the ESL leadership established a Career Pathways course

which will include three micro-credentials/badges in several work competency areas. We are working on strengthening and expanding I-BEST and IET offerings at SFCC for Adult Education students.

Academic and Career Education (ACE)

- In FY 2019-2020, the ACE Program (HSE and I-BEST) enrolled 368 students. Of the 368 ACE students enrolled, 301 were NRS fundable (achieved 12 hours of attendance), which equals 81%. Of that number, 123 students post-tested; thus, the ACE's program's post-test rate was 42%, which is much lower than the State goal of 75% mostly due to the COVID-19 pandemic and the inability to test students in the Spring semester.
- The ACE program fell short of the identified goal of a 36% level gain. English HSE students had a 23.6% level gain rate while Spanish GED students had a 29% level gain rate. In March of 2020, just months before post testing and official testing, all services moved from person to person classes to an online delivery method in response to the Covid-19 outbreak. As a result, participation in all ACE classes dropped significantly as many students were in a crisis mode and were not equipped with the skills and technology to make the drastic shift to online learning. Covid-19 had a profound impact on all performance outcomes for FY 19-20 and we fell short of reaching our identified targets for the year.
- Despite the challenges that students and staff faced in adjusting to an online learning environment, the staff worked tirelessly to identify creative solutions to effectively serve students in the months that followed the Covid outbreak. For the summer session, the ACE program purchased and adopted the online learning program, Essential Education, as a comprehensive learning platform for students preparing for their High School Equivalency. Essential Education is an outstanding resource because it user friendly, targets student learning at the appropriate skill level of each student, covers all subjects on the HSE, provides targeted support for both the HiSET and the GED, and includes official practice testing for both assessments as a part of the program.
- The summer session was used as a pilot program for instructors to use Essential Education and enhance the program with structured instructional time using Canvas and Microsoft Teams. Enrollment in the summer session was very low but it was a valuable opportunity to develop a plan and resources for online orientation, registration, and course delivery in preparation for Fall 2020 semester.
- In addition, the HSE preparation classes, the ACE program focused on the goal of 'expanding career pathways and workforce readiness services' by incorporating a series of career readiness workshops made available to all ACE students. These workshops were provided by the Job Development Career Coach, the workforce employee located on the SFCC campus. Workshops included a career interest inventory, resume development, interview skills, and professionalism in the workplace.
- Finally, students who were pursuing their HSE continued to take advantage of I-BEST workforce training certificate programs including Community Health Worker, Certified Nursing Assistant, Phlebotomy, and Early Childhood Development. There have been a number of significant challenges with these I-BEST course offerings, resulting in low-enrollment and often a delivery system that isn't as organized and aligned as is required to be a high quality program. Progress was made, however, to address these issues this year, through a collaborative effort with the Northern Area Workforce

Development Board to develop a clear MOA defining roles and responsibilities of required as identified by the Workforce Innovation and Opportunity Act (WIOA).

English as a Second Language (ESL)

- In FY 2019-2020, the English as a Second Language (ESL) Program enrolled 588 students and held 42 classes. Of the 588 ESL students enrolled, 480 were NRS fundable (achieved 12 hours of attendance), which equals 82%. Of that number, 229 students post-tested; thus, the ESL program's post-test rate was 48%, which is much lower than the State goal of 75% mostly due to the COVID-19 pandemic and the inability to test students in the Spring semester. However, this percentage was still 11 percentage points higher than the overall AE program's post-test rate of 37%. In addition, 305 students reached the 40 hour mark, (NM HED fundable), which shows a 64% retention rate for the fiscal year, 6 percentage points above our program goal of 58%. Level gains were at 21%, which did not exceed the program-wide goal of 35%. Both retention and level gains were significantly affected by the COVID-19 pandemic.
- The ESL Program established a donations account with Santa Fe Community College Foundation for fundraising purposes in the community in FY18/19. We have combined intensive outreach and recruitment efforts with fundraising efforts among existing community partners and employers and are steadily growing this account to be used for ESL Program specific purposes in service to our English learners.
- In the last FY of 2018-19, the ESL Program hired an ESL Instructor to write a Customer Service based curriculum to help students increase their chances of receiving a promotion or salary increase. In this FY 2019-2020, this curriculum was taught in the Fall semester by the same instructor in an IET format in a class sponsored by Santa Fe Public Schools for their cook and cashier employees who will be eligible for a salary increase or promotion upon completing the course. During the Spring 2020 semester, a special focus was added to our off-site classes at El Camino Real Academy and Cesar Chavez Elementary School in a collaborative effort to provide better Workplace English in these six ESL classes. This initiative was curtailed because of the change in focus to online classes after the COVID-19 closures. After the Spring 2020 semester, three instructors were hired to specifically look at the Career and Academic Pathways curriculum aspects of the ESL Program relevant to ESL student advancement. In this effort, both a 32-hour stand-alone course and an improved Workplace English component to the regular classes were vastly improved upon and will better our delivery of career and academic preparation.
- Collaborating with Santa Fe Public Schools is important to ensuring our goal of recruiting and serving members of the public schools parent community. By offering classes at places with which they are familiar, we hope to build trust, so that these students will become more comfortable and confident in their language skills and with our ESL Program and will then continue with classes at SFCC in the future. The ESL Program also collaborates with Literacy Volunteers of Santa Fe [LVSF] to assure that ESL students' needs are met. Typically, the ESL Program refers students with very low-level English language proficiency and illiterate students who will not fare well in a

class situation until their language skills expand. Occasionally, as LVSF tutor availability allows, high level students seeking an educational boost to prepare for I-BEST offerings are accommodated. ESL and LVSF have created commonly used systems to assist them in reaching their goals.

Literacy Volunteers of Santa Fe (LVSF)

- In FY 2019-2020, the Literacy Volunteers of Santa Fe (LVSF) Program served 322 students. Of the 322 students enrolled, 255 were NRS fundable (achieved 12 hours of attendance), which equals 79%. Of that number, 76 students post-tested prior to the COVID-19 pandemic which equates to a post-test rate of 29%. Of the 76 students who post-tested, 82% increased their scores and 39 students made a level gain which reflects a level gain rate of 51% exceeding the overall program-wide goal of 36%.
- 121 students reached the 40 hour mark, (NM HED fundable), which shows a 46% retention rate for the fiscal year. LVSF typically reports a lowered retention rate each year due to the fact that our program offers a continuous and open enrollment period, thus new students enter our program in the third and fourth quarter and do not achieve forty hours of instruction by the end of the fiscal year. The COVID pandemic created a further set back to reaching the desired retention rate goal of 60% for FY19-20.
- LVSF continues to partner with several local churches and cathedrals to provide expand outreach and literacy services. LVSF also maintains a strong partnership with United States Citizenship and Immigration Services (USCIS), Somos Un Pueblo Unido, and the Santa Fe Dreamers Project in order to provide successful citizenship tutoring services and informational workshops for the community. LVSF services are offered at Santa Fe County Adult Detention Facility. Incarcerated individuals are screened for difficulties in visual and auditory functions and information processing. The screening results are reviewed by inmates and strategies referenced in creating individual learning, employment and life skills plans. LVSF also partners with local businesses to provide tutoring for employees on site to address scheduling and transportation issues. LVSF also collaborates with the SFCC ESL and ACE departments to provide additional tutoring to students.
- LVSF has redesigned the website to update content and to enhance visual appeal and accessibility to tutors and potential students. Simultaneous with launching the new website, we also initiated a summer fundraising campaign to commemorate our 35th anniversary. LVSF will also be hosting an online silent auction next month in order to raise funds. Our program continues to promote our services through working with our community partners. LVSF coordinators have also reached out to students individually to encourage and maintain student engagement in the program. Our program continues to search and apply for grants and to form partnerships to facilitate and expand our ability to provide services to the community.
- LVSF participated in the New Mexico Higher Education Department's Statewide Career Pathways Initiative and worked with the SFCC Adult Education English as a Second Language and Academic and Career Education Programs to conduct a gap analysis and create a plan to develop a

comprehensive Career Pathways Model. All staff members worked together to address the ten essential components within their programs and to create a seamless delivery of academic and career services throughout the department. LVSF continues to augment and refine its plan and services for LVSF students.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals?

Academic and Career Education (ACE)

The ACE program continues to work with LVSF coordinating the instruction of low-level students. The goal is to work with students and their tutors to align instruction to ACE program curriculum so that students get the most from their classes and from their tutoring. ACE is also supporting IBEST in recruitment, advising, and with classroom technology. The connection between ACE and IBEST is critical, since many IBEST students are working on their HSE as well as a certificate.

ACE also New Mexico Workforce Connections by implementing a career readiness program component delivered by the Job Development Career Coach (JDCC), and employee of DWS located on campus. The JDCC delivers a series of workshops to ACE and I-BEST students throughout the year that are designed to prepare students to enter and succeed in the workforce upon completion of their programs of study.

ACE staff and faculty work closely with staff and faculty from the Health and Sciences department, as well as with the School of Education to design and deliver I-BEST career training programs offered to students who are preparing for their GED. Staff and faculty meet on a regular basis to plan, coordinate, and integrate curriculum and lesson plans.

Finally, ACE partnered with all AE programs in the Northern Workforce Region and with the Northern Area Workforce Development Board to develop an MOA that defines partnership roles to support AE students to enter into workforce training programs, Integrated Education Training (IET) programs.

English as a Second Language (ESL)

The ESL Program collaborates with Literacy Volunteers of Santa Fe [LVSF] to provide opportunity for ESL students to meet their language acquisition needs. From illiterate students to those with very low-level English language proficiency, these students benefit from individual attention until they are better prepared to fare well in a class situation. This is a professional arrangement. The relationship with Santa Fe Public Schools is formal and recognized with an MOU agreement. Relationships with other community organizations are informal and usually consist of referrals, both by us to them for services for our students and from them to us for language classes for their clients.

Literacy Volunteers of Santa Fe (LVSF)

- LVSF works in partnership with Santa Fe Community College (SFCC) to provide individualized tutoring to Adult Education students in need of additional academic support; this includes ESL students, students seeking their high school equivalency credential, students pursuing certificates in the I-Best Program and students with accessibility needs. LVSF signed a formal Partnership Agreement with the Santa Fe County Adult Detention Facility (SFCADF) to offer tutoring of basic skills in reading, writing, math, and work readiness. LVSF has an informal partnership agreement with USCIS to provide tutoring to students studying for the citizenship exam. LVSF also continues to offer citizenship tutoring to students at Somos Un Pueblo Unido. LVSF collaborates with the Santa Fe Dreamers Project and Catholic Charities through an informal agreement to encourage low-level students to continue working on their citizenship while building their basic skills in English. LVSF is expanding outreach to families, adults and children by partnering and networking with a variety of agencies and organizations involved in Opportunity Santa Fe's Birth 2 Career, "The Reading Group" to advocate for literacy for children and adults.
3. Describe your participation in any statewide initiatives and how that participation has affected your program's goals. (For example: Justice Initiative, Career Pathways Initiative)

Academic and Career Education (ACE)

The ACE program manager participated in Phase 1 and Phase 2 of the Career Pathways Initiative. As a result of participation, the ACE program strengthened and implemented a variety of strategies designed to increase the focus on college and careers and create more opportunities for students to pursue a career pathway while enrolled in the ACE program. In addition to I-BEST, strategies include: academic and career learning plans for each student, incorporating a career interest inventory into orientation, strengthened advising focused on career readiness support, career readiness workshops offered, IET lessons implemented into ACE courses focused on digital literacy and career readiness skills. Finally, an MOA was developed in partnership with the Northern Area Workforce Development Board and signed by all parties, defining partnership roles in the delivery of IET and career pathways for adult education students.

English as a Second Language (ESL)

Each year, ESL Program administrators attend NMDELt online webinars, NMAEA conferences and training events, and the twice-yearly NMTESOL professional ESL teachers' organization conferences. These learning opportunities are crucial in helping to maintain current practice standards and to increase awareness of the appropriate response to immediate needs such as the transition to online teaching with COVID-9. The ESL Manager did participate in the Career Pathways project from mid-year onward; it would have been beneficial to the ESL Program and the department for ESL Administrators to have been part of that group for the whole year.

Literacy Volunteers of Santa Fe (LVSF)

- The Adult Education Department applied for and was accepted to participate in Phase 2 of the New Mexico Higher Education Department's statewide initiative to implement the plans created for a career pathways model by department staff. LVSF staff reviewed the plan they created for Phase 1 of the NMHED initiative, and began the work of implementing that plan. For Phase 2 of the Initiative, LVSF staff continued its participation in webinars, assignments and presentations throughout Phase 2 and fulfilled the requirements needed to secure a certification. LVSF continues to work on maintaining and enhancing existing community partnerships, as well as work with departmental partners to implement parts of the plan which can be addressed remotely.
- LVSF Basic Literacy program participates in the Justice Initiative by providing tutoring services at the Santa Fe County Adult Detention Facility (SFCADF). LVSF tutors work with inmates who have reading, writing, or numeracy skills below the 6th grade level to help them build up their basic skills in preparation for instruction on the pre-high school equivalency (HSE) level. LVSF tutors also work with inmates to help them acquire the skills needed to transition from pre-HSE to HSE material in preparation to pass the HSE exams. The LVSF Basic Literacy coordinator works in tandem with the SFCCF Re-entry specialists to meet inmates at SFCCF and give them a personalized connection/contact at the SFCC AE Department. Upon release, LVSF meets with Re-entry Specialists at SFCC with the newly released individual to review next steps. LVSF Coordinator assists Re-entry individuals with continued tutoring, or through the process of transitioning into programs such as the Academic and Career Education (ACE) classes or the Integrated Basic Education and Skills Training (I-BEST) classes that lead to college certificates. LVSF tutors work closely with ACE and I-BEST staff and will be available to offer Re-entry individuals academic support for success in these classes.

4. Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.

Academic and Career Education (ACE)

The Covid pandemic had a profound impact on all aspects of the ACE program. Students and staff struggled to adjust to an online learning environment in a one-week time period. It quickly became clear that the majority of students didn't have the skills or the technology to adjust so quickly to an online classroom. As a result, participation in all classes dropped by 75%-80%. All performance outcomes for FY19-20 fell short as a result of low participation in online classes, the lack of ability to post-test students after march, and the lack of availability to complete the HISET and GED assessments.

The students who did continue in classes expressed a high level of stress resulting from the health, economic, and childcare issues that they were facing at home. A good deal of class time shifted from focusing on instruction to providing support.

Despite the challenges that students and staff faced in adjusting to an online learning environment, the staff worked tirelessly to identify creative solutions to effectively serve students in the months that

followed the Covid outbreak. For the summer session, the ACE program purchased and adopted the online learning program, Essential Education, as a comprehensive learning platform for students preparing for their High School Equivalency. Essential Education is an outstanding resource because it user friendly, targets student learning at the appropriate skill level of each student, covers all subjects on the HSE, provides targeted support for both the HiSET and the GED, and includes official practice testing for both assessments as a part of the program.

The summer session was used as a pilot program for instructors to use Essential Education and enhance the program with structured instructional time using Canvas and Microsoft Teams. Enrollment in the summer session was very low but it was a valuable opportunity to develop a plan and resources for online orientation, registration, and course delivery in preparation for Fall 2020 semester.

English as a Second Language (ESL)

The ESL Program was significantly impacted by COVID-19 and the transition to online instruction. Administrators and instructors worked very quickly over Spring Break to find resources and trainings to help instructors meet the needs of offering online instruction. As a result, all ESL program classes were able to continue uninterrupted after the Spring Break. Unfortunately, because of lack of access to technology and/or low digital literacy, about half of ESL students dropped out within a few weeks after the transition to online classes. As the pandemic continued into April, it placed increasing demands on the working and personal lives of ESL students and by the end of the semester, about one-third of the original number of enrollees had persisted. Because language learning is best done in-person, more than half of ESL teachers did not want to continue with online teaching for the Fall semester. Summer session was cancelled, but the Spring semester was lengthened by three weeks to give persisting students more time in their classes. The Career Pathways curriculum work we had created that was supposed to be piloted in the Summer session did not happen. We expect registrations for Fall to be one-third or less of what is typical. We will have fewer classes in the Fall because the public schools are not open where six of our off-site classes would typically meet. These students are being accommodated by inclusion into our online classes. In-person orientations are not possible, so new students are handled one-by-one with an online interview session and provisional test for placement purposes only. Post-testing was unable to be accomplished in the Spring semester. Many students do not have access to suitable devices to be able to test remotely and we have yet to find a solution to this issue. Cost of online test versions and time investment per individual test are prohibitive factors for the size of our program. We hope to be able to have small, in-person groups for testing, following all safety protocols, at SFCC in the future.

Literacy Volunteers of Santa Fe (LVSF)

- With the onset of the COVID pandemic, the LVSF coordinators encouraged the tutors to continue to engage their students and to transition their tutoring to a virtual platform. Some tutors and students were able to successfully transition to distance tutoring, while other tutors and students continued to work on skills by other means such as telephone, email, FaceTime and texting. Some tutors and students chose to suspend tutoring until in-person tutoring could be resumed. Many students struggled with more immediate issues of housing, food, employment and caring for their children and supporting their distance education. In transitioning to remote tutoring, we have become more aware of our students' challenges in accessing the internet and access to

the technology needed to engage in distance learning. Many students who do have the technical skills and resources must share screen time with children learning at home. LVSF tutors, many of whom are in the high-risk category, have expressed that they do not feel comfortable tutoring in an online setting and also do not want to return to tutoring in person until there is a vaccine or the virus is under control. Given these circumstances, the LVSF program retention rate dropped to 46%.

- The LVSF coordinators continue to update the tutors with online resources. The BL coordinator has worked with the SFCADF instructor to facilitate inmate participation in online interaction with a tutor via zoom, but social distancing restrictions meant that the SFCADF Instructor would need to be in the classroom with only two to four inmates at a time. A virtual tutoring session with the instructor trying to teach in the same room at the same time did not work well, so tutoring at SFCADF will be on hold until tutors are allowed back on site. The LVSF staff has modified the student enrollment and matching process whereby new tutor/student matches can be accommodated virtually. Following the COVID pandemic and social distancing guidelines, the LVSF program was unable to post-test most of the participating students which is reflected in the program's low post-test rate of 29%. Surveys were sent to students via text messaging to obtain feedback on goals reached and program effectiveness. As our SFCC campus remains closed, standard pre-testing for students cannot be conducted at this time. New students will be tested remotely through an oral assessment for the purposes of assessing skill level. LVSF hopes to be able to formally test students in person at SFCC at some point in the future. New volunteer tutor trainings and development will be conducted virtually, until such time as it is safe for trainings to be delivered in person.

Section II. Student Data 2019-2020

SFCC	Total Program	Santa Fe Community College	Literacy Volunteers of Santa Fe	ESL El Camino Real Academy	ESL Cesar Chavez Elementary
Total count of students with fewer than 12 hours (Table 2A)	270	164	67	26	13
Total count of students with 12 + hours	928	503	255	87	83
Total contact hours for students with 12 + hours	51,228	24,823	14,446	6,269	5,690
Average contact hours for students with 12 + hours	55	49	57	72	69
Average contact hours for students with 12 + hours experiencing level gains	91	96	105	93	99
Count of all HSE graduates with 12 + hours	8	8	0	0	0
Count of HSE en Español graduates with 12 + hours	1	1	0	0	0
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	32%	36%	31%	100%	50%
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	40%	44%	29%	60%	57%
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)	60%	55%	64%	0%	50%
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)	62%	58%	65%	47%	54%
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)	52%	57%	50%	50%	50%
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)	54%	62%	44%	71%	61%
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	4	4	0	0	0
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	1	1	0	0	0

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Catholic Charities	Citizenship Preparation
Tesuque Pueblo	HSE Preparation

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?

Academic and Career Education (ACE)

To improve performance, the ACE program requires nine hours of professional development for all instructors. ACE student performance is assessed regularly, and all students meet one on one with an advisor at least twice a semester to create and update individual learning plans.

ACE continues to provide a 4 day orientation for all new students that includes a structured time for testing and advising, as well as community building activities, and student success and wellness activities. The ACE program has implemented a student learning plan for each student as well. This plan allows for students to discuss the results of their TABE assessment and work with their advisor to identify academic goals required for them to move forward toward completion of their HSE.

All full time staff and faculty participate in a formal performance evaluation 2-4 times a year to identify goals and discuss strengths and areas for improvement. In addition, the ACE manager collaborates with other Adult Education leaders in New Mexico to discuss and identify best practices and strategies to increase performance outcomes.

English as a Second Language (ESL)

The ESL Program provides nine hours of professional development time each semester for all ESL Instructors. This time is used for trainings and for various initiatives that are geared toward program improvement. In the past, this has included time for workplace English curriculum work, for computer program training, and for collaborative work projects meant to improve sustainability and cohesion between proficiency levels of the ESL Program. Each year presents a new teaching landscape and we strive to meet current challenges with information-based strategies. The ESL Program administrators and faculty meet formally twice each semester, and as needed during semesters, to review program statistics, issues, and challenges and to work toward expansion approaches for improving achievement indexes.

Literacy Volunteers of Santa Fe (LVSF)

LVSF coordinators and staff attend professional development conferences, trainings and webinars to better serve our program and tutors. Newly recruited volunteer tutors are provided training through ProLiteracy. LVSF also provides ongoing development workshops for the volunteer tutors. The LVSF team meets regularly with other Adult Education managers, staff and data analyst to evaluate progress and share best practices and ideas. LVSF also meets regularly through virtual

meetings with other state-wide literacy programs to consult and share ideas. LVSF surveys students at the end of each fiscal year to gain feedback about the effectiveness of our services.

2. When you look at your program data, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.

Academic and Career Education (ACE)

The ACE program has experienced significant turnover and transition in the past two years on every level. This transitional time has served as a great opportunity to make necessary changes and improvements to systems and program services. These changes take time to determine the level of effectiveness and make necessary adjustments. Performance outcomes for ACE have been lower than previous years however they remain fairly good, despite all of the transition. There is no doubt that there is room for improvement in effectiveness. Through the Covid pandemic, the ACE team has demonstrated a high level of collaboration and commitment to innovation and effectiveness. When the learning environment returns to the new normal, post-Covid, the ACE program is well positioned to incorporate key-lessons learned from the remote learning experience and offer a wider range of high quality services that effectively meet the learning needs of students.

English as a Second Language (ESL)

The ESL Program tends to have good enrollment, fairly good retention, and good rates of level gains. This indicates that we are delivering English language facilitation in a manner that appeals to students and in a way that manifests in enough relevant practice to allow students to acquire skills as demonstrated in our testing statistics. We perform best when we have in-person, intensive sessions and full, long-term participation from students. Life circumstances tend to be one of the biggest factors in students' acquisition of the English language and the COVID-19 pandemic has greatly impacted our students' lives. We do our best to give students the language skills they need for future school, work, and community opportunities. With the pandemic and the transition to online classes, we are striving to do our best to make accommodations and to continue to meet student language needs where and when we can. This flexibility and ambiguity tolerance mean that we can rapidly accommodate change in service to our students and are hallmarks of our ESL Program leadership, instruction, and administration strengths.

Literacy Volunteers of Santa Fe (LVSF)

Our data records show that LVSF served 322 students this fiscal year as compared to 400 students served in the prior fiscal year. This shows a consistent record of service given that our program was unable to enroll and match new students during the final quarter of FY 19-20 due to the pandemic. This year our post-test rate was down due to the inability to post-test students following the onset of the pandemic. As such, only 76 LVSF students received a post-test prior to the closure of our campus. However, of the 76 students who post tested, 82% increased their scores and 51% made a level gain, reflecting the effectiveness of our program.

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.

Academic Career Education (ACE)

The most noteworthy trend that we have observed with the HSE program is the steady decrease in the number of students enrolling in the program, despite the consistently outreach strategy. In correlation with this decrease in enrollment has been a steady and noticeable increase in the graduation rates in Santa Fe in recent years. Over an 8-year period the graduation rate went from approximately 50% up to approximately 80%. This positive increase in the graduation rate seems to be clearly linked to the decrease in enrollment in the HSE preparation program, with fewer students seeking the HSE as an alternative to high school graduation.

Enrollment rates for I-BEST students decreased when the financial aid resources (WIOA and the Becas Scholarship) stopped funding I-BEST students. Students have since had to pay their own tuition and many aren't able to afford the expense. A key action item is identifying other sources of funding such as WIOA title 1 and Ability to Benefit.

English as a Second Language (ESL)

The ESL Program has experienced a slow and steady decline in population over the past several years. This follows state and national trends and is likely attributable to the result of economic conditions and political decision-making. Although this decline is not a direct effect of the nature of the ESL Program, it does offer insight into how to continually address student needs. Over the past year, ESL Administrators have re-doubled efforts at recruitment. This probably helped buffer the effects of immigration policy change and the COVID-19 pandemic; we might have seen much greater population declines were it not for the emphasis on marketing the ESL Program. The current emphasis on Career Pathways will have some effect on the curriculum as we strive to incorporate more workplace English language skill development and this may in turn drive enrollments both positively and negatively for students needing English for their jobs and school versus students wanting simply to acquire English for general purposes having already established their own perceived acceptable existence in the community.

Literacy Volunteers of Santa Fe (LVSF)

Retention rate trends for LVSF fluctuate based on the academic levels of students as they enter the program. Students who enter our program at a level 3 may move forward very quickly with one on one tutoring and their progress may take them to level 4 well before they have accumulated the 40 hours of tutoring. Because LVSF serves students who test at levels 1 through 3, once a student reaches level 4 they transition into other AE programs, so LVSF retention rates don't fully reflect the success of the program.

4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.

Academic Career Education (ACE)

SFCC recently created the Workforce Action Team on campus to strengthen all workforce related activity. A very important program improvement that will be a focus in the year to come is to strengthen partnerships with SFCC leadership and departments and the workforce system, to provide strengthened career pathway services for adult education students that are aligned with SFCC's career pathways.

Also, ACE will continue to focus on strengthening high quality online learning opportunities using Canvass, Essential Education, and structured instructional time using zoom and teams.

English as a Second Language (ESL)

The ESL Program is continually in flux as a natural and consistent path of development due to changing conditions affecting the ESL Program. Although the COVID-19 pandemic has greatly influenced how the ESL Program operates now, it also has led to significant development in our ability to deliver English language classes in the online/remote format. Part of future planning must include this online component for consideration in class offerings of future semesters. In addition, the year-long work of the NM Career Pathways group has also demonstrated parallels to our internal ESL Program curriculum adjustments and validates our past work in having Workplace English as a curriculum component. Moving forward, we will continue to make career and educational pathways as relevant and accessible as possible to our ESL students.

Literacy Volunteer of Santa Fe (LVSF)

The LVSF Workplace program continues to grow its Basic Literacy component to include more employees who need BL tutoring. Once the social distancing restrictions are lifted at SFCADF, LVSF will recruit more female tutors to work with female inmates at SFCADF. LVSF continues to work with SFCADF Instructor to offer inmates virtual learning opportunities.

5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.

Academic Career Education (ACE)

The number of HSE completers during FY 2019-2020 was 35, compared to over 75 the previous year. GED and HiSET official tests were unavailable to students during March-June of 2020 and this significantly impacted the HSE completion rate for the ACE program. Additionally, English HSE students had a 23.6% level gain rate while Spanish GED students had a 29% level gain rate which was also down from the previous year. In March of 2020, just months before post testing and official testing, all services moved from person to person classes to an online delivery method in response to the Covid-19 outbreak. As a result, participation in all ACE classes dropped significantly as many students were in a crisis mode and were not equipped with the skills and technology to make the drastic shift to online learning. Covid-19 had a profound impact on all

performance outcomes for FY 19-20 and we fell short of reaching our identified targets for the year.

English as a Second Language (ESL)

As mentioned in a previous section of this report, the COVID-19 virus outbreak has significantly impacted the ESL Program. Apart from changing students' lives such that students could not attend classes anymore, the equity factor in access to technology and the levels of digital literacy have been shown to be the preeminent factors in ability to persist and advance in this time of the pandemic. We are stymied in correcting this inequity in that the technology needed to address digital literacy is the very technology that cannot be accessed. Further work on providing hardware and training is needed to bring these students back to participation in their education. For now, the data shows that retention and level gains statistics are affected by the pandemic and will continue to be for the foreseeable future.

Literacy Volunteers of Santa Fe (LVSF)

LVSF has seen a significant drop in student participation following the COVID-19 crisis. Most tutors and students discontinued tutoring due to many factors. As stated previously, both tutors and students were faced with immediate health and livelihood concerns, and making adjustments to social distancing guidelines. Added to that many students lacked the technical devices or bandwidth needed to successfully continue studying with their tutors remotely. Those who have computers, but can't afford the monthly Internet bills also can't take advantage of hotspots throughout the city because transportation to those hotspots is also a barrier. LVSF has many fewer tutors actively engaged in tutoring because of the need to transition to online tutoring. A high percentage of LVSF tutors are elderly and at higher risk with the pandemic. Many tutors are reluctant to learn a new tutoring format and have stopped tutoring until it is safe to meet again face to face.

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.

\$22,083

- -BEST Certificate Programs under SFCC support:
 - Certified Nursing Assistant: 22 students
 - Phlebotomy: 9
 - Medical Terminology: 12
 - Early Childhood Education: 8 students
 - IET Paramedics: 11 students

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.

- In May and June of 2020, a Memorandum of Agreement (MOA) was developed and signed 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. This partnership aligns with the local workforce development plan to train individuals for high demand careers in healthcare and education, IET programs offered at SFCC for adult education students.
- The MOA states that 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.

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.

In an effort to achieve this shared purpose defined by WIOA and the LWDB, all identified partners in the MOU 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.
- 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.
- The MOU's and IFA's with both the Northern and Central Boards have been negotiated and signed. We have not yet received a final copy with the Workforce administrators' signatures. (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.
(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)

The Academic Career Education (ACE) program at Santa Fe Community College continued to develop the Integrated Education Training program offerings during the 2019-2020 program year. ACE students enrolled in the following I-BEST programs: Certified Nursing Assistant, Community Health Worker, Phlebotomy, Early Childhood Development, Phlebotomy, and Paramedics. These programs included academic support from a basic skills instructor who worked in partnership with the content instructor to ensure that students were developing their math and literacy skills in the context of their program of study. In addition, the Job Development Career Coach worked closely with students to help them develop career readiness skills to ensure that they have the skills needed to succeed in employment upon completion of the program.

All I-BEST programs met the IET requirements as follows.

1. Activities, programs, or services that are designed to help an individual acquire a combination of basic academic skills, critical thinking, digital literacy, and self-management skills

An adult education instructor works in partnership with a content instructor to support the development of academic skills as identified in the college and career readiness standards. Math and literacy development is contextualized to the content of the program of study that the student is enrolled in. Content includes digital literacy and self-management skills.

2. Employability skills that address competencies in using resources and information, working with others, understanding systems, and obtaining skills necessary to successfully transition to and complete postsecondary education, training, and employment.

I-Best certificate offerings focus on the employability skills and competencies required for the program of study of that particular sector. Curriculum includes all of the industry required competencies to insure students are prepared to enter and succeed in employment.

3. Other employability skills that increase an individual's preparation for the workforce – the Job Development Career Coach works within all I-BEST offerings to prepare participants to enter the workforce including resume development, interview skills, and professionalism skills. The JDCC brings employers into the classroom to speak with students about what is expected on the job.

English as a Second Language (ESL)

The ESL Program adopted the English Language Proficiency Standards [ELPS] in the Spring of 2017. These standards are an adaptation of the Career and College Readiness Standards with translation to the Adult English Language Learner [ELL] demographic. The Workforce Innovation and Opportunity Act [WIOA] requires states to correspond content to adopted standards. The ELPS for Adult ELLs meets this requirement and continues the U.S. Department of Education, Office of Career, Technical, and Adult Education's [OCTAE] investment in standards-based education reform. This mandate parallels the need we see for our ESL Program to offer contextual practice toward the acquisition of complex language skills and content knowledge needed for civic engagement, career advancement, and college readiness. We already had a Workplace English component in our curriculum, but as mentioned previously, this component has been greatly improved with the curriculum work done in June 2020. We will continue to promote and facilitate entry of our program high-level ESL students into certificate and degree programs and IBEST programs at SFCC. In all ESL classes, English is taught with a focus on advancement to more proficient language usage in work and school contexts and in the civic arena.

Literacy Volunteers of Santa Fe (LVSF)

- LVSF volunteer tutors strive to meet the students' individualized needs. The LVSF program supports students referred from the ESL and ACE programs who need to improve their basic skills and academic standing in order to progress in these programs, or to qualify for the I-BEST program. All LVSF students and tutors have access to curricula focused on success in the workplace. The content promotes college and career readiness skills while practicing workplace appropriate skills. Tutors also work with students on social capital skills which enhance employability. Tutors and students participating in the LVSF Workplace Program focus mainly on the workplace skills specifically designated by employers of local businesses as needing improvement in order for the employee to succeed in their current position or obtain a promotion.

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.

The SFCC Workforce Action Team is working to develop proposals to expand and strengthen workforce training programs, including additional I-BEST programs. Adult Education is an active part of this new initiative. There is discussion about adding a Construction Trades I-BEST program in 2020-2021 program year.

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.

LVSF works in partnership with local businesses to offer Basic Literacy and ESL tutoring to employees at their worksites. Tutors strive to meet the students' individualized workplace needs in order for the employee to maintain or advance in employment. While needs vary within each worksite or occupation, some topics that tutors and students work on may include greeting co-workers, asking questions, reporting problems and progress, asking for clarification as well as following directions and instructions and job-specific terminology. Students may also work on job related tasks such as reading job-related manuals, communicating on the telephone, filling out forms, writing memos and reports, or doing job-related math computations. LVSF tutors may also provide Basic Literacy tutoring to employees at their workplace whereby employees can study and improve their basic academic skills in order to take the High School Equivalency (HSE) exam.

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.

Academic Career Education (ACE)

The ACE program is committed to continuing to train all instructors on lesson planning that supports College and Career Readiness Standards. The program Coordinator and the Program Specialist took a four-month training course sponsored by the state on developing CCRS-based lesson plans. The goal is to share this training with all ACE instructors.

Academic rigor is built into the ACE program through leveled math classes, classes that cover essential academic skills required for post-secondary and career success, and the ongoing training of instructors. Instructors are using proven instructional methods to engage as well as instruct students.

English as a Second Language (ESL)

In conjunction with the English Language Proficiency Standards that were adopted by the ESL Program, a curriculum document, the ESL Program Course Standards and Content Guidelines, has been in existence and continually revised every year since Spring 2017. Through these means, rigorous language acquisition is delivered in a balanced program of study at each of the six levels of proficiency in the ESL Program and delivered in an engaging and relevant manner consistent with current TESOL methodologies. The ESL Program subscribes to performance-based instructional advances that form the basis of learning a language; namely, that authentic and complex texts are used for practice; that reading, writing, and speaking are grounded in evidence from texts; and, that knowledge-building manifests itself through content-rich texts. These curriculum and planning methodologies for teaching the material are also correlated to Life Skills and College and Career Readiness content, preparing ESL students to enter the various programs offered at SFCC. IBEST recruitment personnel make regular presentations in advanced level ESL classes, and these students regularly make up a part of the IET certificate programs.

Literacy Volunteers of Santa Fe (LVSF)

LVSF is a member of the ProLiteracy Educational Network. ProLiteracy's professional development resources help tutors learn new strategies and best practices to improve student outcomes. Pro Literacy is the largest adult literacy and basic education membership organization in the nation. with a 60+ year track record of providing tutor trainings and tutor guide books, as well as a publishing company (New Reader's Press) that offers a wide variety of books to support basic literacy and ESL literacy learners and tutors. The tutor guide books are based on a collaborative, learner centered approach and offers step by step instructions for working with literacy students in one to one, small group, or classroom settings. The basic literacy tutor book focuses on five key areas: Language Experience, Sight Words, Phonics, Patterned Words, and Comprehension. It offers easy to follow procedures for: using the Language Experience Approach (LEA), integrating writing and reading processes, direct instruction, helping learners with goal setting, developing comprehension and critical thinking skills, and using assisted reading. There is an emphasis on early introduction to process writing, techniques to use with real life materials, how adults learn, including adults with learning differences and disabilities, assessment as an ongoing process, and a learner profile sheet that allows tutors to identify the strengths and challenges of individual students, directing them to targeted instruction. LVSF uses instructional materials published by New Reader's Press that are aligned with the CCRS.

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.

ACE staff and instructors attended a variety of workshops and trainings provided by COABE, Essential Education, and SFCC's distance learning department to learn about effectively using resource available to deliver online instruction to ACE and I-BEST students. ACE instructors are using Canvas as the Learning Management System for course delivery, Microsoft teams and zoom to host classes that provide structured instructional

time, and Essential Education to provide targeted, leveled curriculum focused on preparing for the High School Equivalency.

LVSF staff attends online webinars and workshops offered by national literacy and adult education organizations for professional development in improving remote learning services for tutors and students. Staff also provides tutors with online workshops to enhance their online tutoring skills and to provide them with access to software programs that are shared with us by the ACE and ESL programs. This allows LVSF to better align tutoring services to streamline the transition for students into other AE programs and to support students already using the software in those programs.

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:

480

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.

English as a Second Language (ESL)

The ESL Program Liaison has continued with intensive outreach and recruitment efforts. Students have also been referred to the ESL Program from a number of local organizations, such as:

Santa Fe Refugee Collaborative
Earth Care
Santa Fe Dreamers Project
Santa Fe Filipino Community Group
Head Start
Santa Fe Local Business Connection
Opportunity Santa Fe
Catholic Charities
Tibetan Association of Santa Fe

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)

English as a Second Language (ESL)

A modified version of a Customer Service curriculum was used in an IET format by the instructor this academic year in a Fall 2019 semester class sponsored by Santa Fe Public Schools for their cook and cashier employees, who will be eligible for a salary increase or promotion upon completing the course. We hope to broaden the scope of this type of training in the future.

The ESL Program Administrators worked with the ESL Program Liaison on a collaborative effort to provide a reinvigorated Workplace English curriculum component in the off-site classes in the Spring 2020 semester. Santa Fe Public Schools supported this project. Unfortunately, it could not be sustained due to the COVID-19 pandemic and the shift of focus to the online class transition.

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
Naranjo	Letty	Senior Director	Full Time	BA Sociology MA Coursework & Written Exam Completion & Professional Mental Health Counselor License	25.5	SFCC Adult Education Retreat	7/12/19	Hyde Park
Naranjo	Letty					NMPAEA Summer Board Meeting	7/22-24/19	Tamaya Resort
Naranjo	Letty					SFCC Convocation	8/8/19	SFCC
Naranjo	Letty					AE Funding Formula Meeting	9/19/19	ABQ
Naranjo	Letty					NMCL Symposium	10/10-11/19	ABQ
Naranjo	Letty					SFCC In-Service Day	10/18/19	SFCC
Naranjo	Letty					NM TESOL Fall Conference	10/18-19/19	ABQ
Naranjo	Letty					Prevention of Sexual Harassment in the Workplace	01/10/20	SFCC
Naranjo	Letty					Adult Education & Literacy Day @ 2020 NM Legislature	01/29/20	Santa Fe
Naranjo	Letty					Basic Safety Training	01/31/20	SFCC
Naranjo	Letty					Albuquerque General Session: WIOA Plan Community Input Meeting	02/21/20	ABQ
Naranjo	Letty					MPAEA/NMAEA 2020 Conference	02/24-28/20	Santa Ana

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Naranjo	Letty					SFCC Staff Development Day	03/06/20	SFCC
Naranjo	Letty					City of Santa Fe "Unite Us" Training	04/10/20	Santa Fe, Via ZOOM
Naranjo	Letty					NM CPI Part 2	04/10/20	Webinar
Naranjo	Letty					NM CPI Part 3	04/17/20	Webinar
Naranjo	Letty					Security Awareness Training	05/11/20	Via KnowB4
Krell	Kristen	ACE Manager	Full Time	BA Psychology MA Educational Leadership	21	SFCC Adult Education Retreat	7/12/19	Hyde Park
Krell	Kristen					HED Pathways Justice Initiative	7/25/19	Webinar
Krell	Kristen					HED Pathways Institute	10/16- 17/19	ABQ
Krell	Kristen					SFCC In-Service Day	10/18/19	SFCC
Krell	Kristen					Career Pathways Contextualized Instruction	11./15/19	Webinar
Krell	Kristen					Career Pathways Face to Face	12/12/19	ABQ
Krell	Kristen					NM CPI Phase 2	1/24/20	Webinar
Krell	Kristen					NM CPI Part 2	4/10/20	Webinar
Krell	Kristen					NM CPI Part 3	4/17/20	Webinar
Bank	Laura	ESL Program Manager	Full Time	BA Humanities TESOL Certification	10.5	Department Curriculum Development Meeting	7/2/19	SFCC
Bank	Laura					Program Collaboration Meeting	7/10/19	SFCC
Bank	Laura					SFCC Adult Education Retreat	7/12/19	Hyde Park
Bank	Laura					SFCC Convocation	8/8/19	SFCC
Bank	Laura					Conversations with the President	8/12/19	SFCC
Bank	Laura					Developing a Career Pathways Model Meetings	9/26 9/30 12/10/19	SFCC

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Bank	Laura					NMTESOL Conference	10/18 10/19/19	CNM
Rawlings	Dafyd	ESL Program Coordinator	Full Time	BA Anthropology MA Architecture TESL & TESOL Certification	21	Immigrant Student Success, ILC	7/9 7/10/19	SFCC
Rawlings	Dafyd					SFCC Adult Education Retreat	7/12/19	Hyde Park
Rawlings	Dafyd					NMAEA Teacher Institute (presented)	9/6/19	ABQ
Rawlings	Dafyd					Plagiarism workshop (video from 2018 TESOL)	9/17/19	SFCC
Rawlings	Dafyd					NMTESOL Conference	10/18/19	CNM
Rawlings	Dafyd					COABE Virtual Conference: WIOA IET	10/31/19	SFCC
Rawlings	Dafyd					COABE: Soft Skills in the Classroom (online)	10/31/19	SFCC
Rawlings	Dafyd					Basic Safety Training	1/10/20	SFCC
Rawlings	Dafyd					Sexual Harassment in the Workplace	1/10/20	SFCC
Rawlings	Dafyd					Managing Crisis Situations	1/10/20	SFCC
Rawlings	Dafyd					Creating Career Pathways Model	2/25/20	MPAEA
Rawlings	Dafyd					Pre-Apprenticeship for ELLs	2/25/20	MPAEA
Rawlings	Dafyd					IET and Contextualized Instruction	2/25/20	MPAEA
Rawlings	Dafyd					Teaching Skills That Matter	2/26/20	MPAEA
Rawlings	Dafyd					Implement and Scale IET	2/26/20	MPAEA
Rawlings	Dafyd					AE and Apprenticeship IET Model	2/26/20	MPAEA
Rawlings	Dafyd					Active Shooter Drill	3/6/20	SFCC
Rawlings	Dafyd					P-card Training Intro	3/6/20	SFCC
Rawlings	Dafyd					Simple Syllabus	3/6/20	SFCC
Rawlings	Dafyd					Intro to Canvas	3/25/20	SFCC
Rawlings	Dafyd					Intro to Canvas	3/27/20	SFCC
Rawlings	Dafyd					Burlington English Intro	4/16/20	online
Rawlings	Dafyd					CASAS webinar	4/22/20	online

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Rawlings	Dafyd					NM Career Pathways	5/13/20	NMCPI
Rawlings	Dafyd					Simple Syllabus	5/13/20	SFCC
Rawlings	Dafyd					NM Career Pathways peer pair	5/26/20	NMCPI
Rawlings	Dafyd					NM Career Pathways	6/4/20	NMCPI
Rawlings	Dafyd					Digital Literacy	6/8/20	MD AE
Rawlings	Dafyd					Blended/Hybrid Instruction	6/9/20	MD AE
Rawlings	Dafyd					Design/Implement Distance ESL	6/9/20	MD AE
Rawlings	Dafyd					ELA Tech Talks whatsapp webinar	6/11/20	online
Rawlings	Dafyd					NMCPI last day	6/19/20	NMCPI
Rawlings	Dafyd					Distance Learning in Pandemic	6/23/20	COABE
Rawlings	Dafyd					Google Classroom	6/30/20	Simple K12
Park	Barbara	ACE Coordinator	Full Time	BA English MA Arts	12	OIT Training	12/.16/19	SFCC
Park	Barbara					Canvas Training	1/6/20	SFCC
Park	Barbara					TABE 1Training	1/6/20	DRC
Park	Barbara					TABE 2 Training	1/7/20	DRC

Rathjen	Susan	Basic Literacy Coordinator	Full Time	B.S. +	17	SFCC Adult Education Retreat	7/12/19	Hyde Park
Rathjen	Susan					HED Career Pathways Justice Initiative	7/25/19	Webinar
Rathjen	Susan					C-CERT Team (College-Citizens' Emergency Response Team)	9/13/19	SFCC
Rathjen	Susan					City of Santa Fe Provider Meeting on Referral Process	9/26/19	Santa Fe
Rathjen	Susan					C-CERT Team (College-Citizens' Emergency Response Team)	10/4/19	SFCC
Rathjen	Susan					NMCL Symposium	10/10-11/19	ABQ

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Rathjen	Susan					HED Career Pathway Institute	10/16-17/19	ABQ
Rathjen	Susan					SFCC In-Service Day	10/18/19	SFCC
Rathjen	Susan					Workplace Violence	11/1/19	SFCC
Rathjen	Susan					Soft Skills for Success in Correctional Settings	11/5/19	Webinar
Rathjen	Susan					Career Pathways Contextualized Instruction	11/15/19	Webinar
Rathjen	Susan					Career Pathways Face to Face	12/12/19	ABQ
Rathjen	Susan					NMHED Career Pathways Webinar	1/9/20	Webinar
Rathjen	Susan					SFCC Convocation & Academic & Student Affairs Meeting	1/9/20	SFCC
Rathjen	Susan					Basic Safety Training	1/17/20	SFCC
Rathjen	Susan					NM CPI Phase 2	1/24/20	Webinar
Rathjen	Susan					Sexual Harassment Training	1/29/20	Webinar
Rathjen	Susan					NM CPI Phase 2 Infrastructure	2/21/20	Webinar
Rathjen	Susan					SFCADF Orientation	2/24/20	SFCADF
Rathjen	Susan					Staff Development Day	3/6/20	SFCC
Rathjen	Susan					CERT Active Shooter Drill	3/6/20	SFCC
Rathjen	Susan					NM CPI Implementing CP Services	3/26/20	Webinar
Rathjen	Susan					NM CPI Part 2	4/10/20	Webinar
Rathjen	Susan					NM CPI Part 3	4/17/20	Webinar
Rathjen	Susan					Student engagement for Distance Learning	4/20/20	Webinar
Rathjen	Susan					NM CPI Peer to peer coaching	5/15/20	Webinar
Rathjen	Susan					Reading From a Distance	5/29/20	Webinar
Rathjen	Susan					NM CPI sustainability	6/4/20	Webinar
Rathjen	Susan					Distance Learning Ideas From the Field	6/5/20	Webinar
Rathjen	Susan					NMCL PPDA Meeting	6/11/20	Zoom

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Rathjen	Susan					NM CPI monitoring performance	6/19/20	Webinar
Rathjen	Susan					Distance Learning During the Pandemic	6/23/20	Webinar
Rivera de Garcia	Amanda	ESL Literacy Coordinator	Full Time	B.A. +	16	SFCC Convocation & Academic Affairs Meeting	8/8/19	SFCC
Rivera de Garcia	Amanda					USCIS Training Institute	8/28/19	SFCC
Rivera de Garcia	Amanda					Webinar on Free Resources to Train Adult ESL Volunteers	9/25/19	SFCC
Rivera de Garcia	Amanda					SFCC In-Service Day	10/18/19	SFCC
Rivera de Garcia	Amanda					USCIS Community Stakeholder Meeting	12/11/19	ABQ
Rivera de Garcia	Amanda					Prevention of Sexual Harassment in the Workplace	12/12/19	SFCC
Rivera de Garcia	Amanda					SFCC Convocation	1/6/20	SFCC
Rivera de Garcia	Amanda					MPAEA/NMAEA Conference	2/25 & 26/20	Bernalillo
Rivera de Garcia	Amanda					Best Practices for Teaching Online	4/17/20	Webinar
Rivera de Garcia	Amanda					COABE Student Engagement for Student Learning	4/20/20	Webinar
Rivera de Garcia	Amanda					CASAS Webinar	4/22/20	Webinar
Rivera de Garcia	Amanda					Resources for Online Citizenship Classes	5/6/20	Webinar
Rivera de Garcia	Amanda					Google Forms and Sheets 101 for AE Teachers	5/7/20	Webinar
Rivera de Garcia	Amanda					Distance Learning: Ideas from the Field	5/8/20	Webinar

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Rivera de Garcia	Amanda					We are all Tech Teachers and Learners	5/18/20	Webinar
Rivera de Garcia	Amanda					Distance Learning During the Pandemic	6/23/20	Webinar
Rivera de Garcia	Amanda					Inspiring Courage to Excel through Self-Efficacy	6/25/20	Webinar
Rivera de Garcia	Amanda	ESL Literacy Coordinator	Full Time			USCIS Stakeholder Meeting to Discuss Reopening	6/25/20	Webinar
Chatterjee	Sutapa	Computer Lab Coordinator	Full Time	B.A. Architecture	8	OIT Training	12/16/19	SFCC
Chatterjee	Sutapa					Canvas	1/6/20	SFCC
Chatterjee	Sutapa					TABE 1	1/6/20	DRC
Chatterjee	Sutapa					TABE 2	1/7/20	DRC
Chatterjee	Sutapa					Quizlet		Quizlet
Chatterjee	Sutapa					Commonlit.org		Common Lit
Ashmead	Ed	ACE Program Specialist	Full Time	B.S. Gen. Agric. A.A.S Power Elec. 10 years Cert.	15	COVID-19 Resource: Transition your program to online registration	4/23/20	COABE
Ashmead	Ed					Creating Easy Teaching Videos Using Microsoft Powerpoint	4/27/20	COABE
DuBose	Mary	Literacy Program Specialist	Part Time	B.A. Psychology	6	Adult Education Retreat Theme - Wellness	7/12/19	Hyde Park
DuBose	Mary					SFCC Convocation	8/8/19	SFCC
DuBose	Mary					SFCC In Service Day	10/18/19	SFCC
DuBose	Mary					Prevention of Sexual Harassment in the Workplace	1/10/2020	SFCC
DuBose	Mary					Telling your story – grant writing workshop	3/5/2020	City of Santa Fe
DuBose	Mary					Introduction to Canvas for Faculty	3/25/2020	SFCC online

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DuBose	Mary					KnowBe4	4/1/2020	SFCC online
DuBose	Mary					CASAS Remote Testing Webinar	4/22/2020	online
DuBose	Mary					Designing Useful Survey Questions & Evaluation Tools	5/19/2020	online webinar
DuBose	Mary					Revolutionizing Language Learning with Creative Writing	5/20/2020	TESOL webinar
DuBose	Mary					Courage to Excel – Self Efficacy	6/25/2020	SFCC online
Hornstein	Jeff	ESL Program Liaison	Part Time	B.A. English TEFL Certif.	18	Adult Education Retreat Theme - Wellness	7/12/19	Hyde Park
Hornstein	Jeff					Adult Education Wellness Retreat	10/3/19	Zona del Sol building
Hornstein	Jeff					Adult Student Persistence Webinar- NCSALSL	10/10/19	Online
Hornstein	Jeff					Poetics of Community in ESL Classroom	10/18/19	NMTESOL
Hornstein	Jeff					Best Practices in ESL Orientations	3/6/20	NMTESOL
Hornstein	Jeff					Remote Testing	5/13/20	CASAS
Torrez	Gayle	AE Data Analyst	Full Time	B.A. Mathematics Assoc. Comp. Science	20	Adult Education Retreat Theme - Wellness	7/12/19	Hyde Park
Torrez	Gayle					SFCC Convocation	8/8/19	SFCC
Torrez	Gayle					SFCC In-Service Day	10/18/19	SFCC
Torrez	Gayle					Prevention of Sexual Harassment in the Workplace	12/12/19	SFCC
Spatzier	Gwen	IBEST Program Coordinator/Instructor	Full Time	M.A. Arts	15	MPAEA Conference	2/25/20	Rio Rancho

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Spatzier	Gwen					Intro to Canvas Training 3/23/20	Online
Spatzier	Gwen					TEAMS Online Teaching Training 3/31/20	Online
Spatzier	Gwen	IBEST Program Coordinator/Instructor	Full Time			Essential Education Online Teaching Training 4/28/20	Online
Spatzier	Gwen	IBEST Program Coordinator/Instructor	Full Time			KnowBe4 Internet Security Training 5/08/20	Online
Spatzier	Gwen	IBEST Program Coordinator/Instructor	Full Time			The Big Blue Button Online Teaching Training 5/11/20	Online
Spatzier	Gwen	IBEST Program Coordinator/Instructor	Full Time			Canvas Conference Guide 5/13/20	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
9,270	\$25.43	\$235,736

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

Total hours contributed	Fair Market Value per Hour	Total
40	\$25.43	\$1,017

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

Total hours contributed	Fair Market Value per Hour	Total
1,088	\$25.43	\$27,668

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.

\$70,000

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
9,960	\$18.50	\$184,260

Alternate option:

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
City of Santa Fe	\$60,000
Las Campanas	\$10,000
LANL Foundation	\$2,500
New Mexico Coalition for Literacy	\$23,000
NM Workforce Connection	\$9,153
N3B Los Alamos	\$5,000
Santa Fe Community Foundation	\$4,500
Total	\$114,153

B. Program Income Activities

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

\$29,980

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Data Analyst & Data Tech (Salaries & Benefits)	\$5,028
Instructional Supplies	\$540
Registration Fees-Scholarships	\$475
Office Supplies	\$128
Travel	\$367
Total	\$6,538

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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.

ATTACHMENTS:

Multi Year Comparison of Program Effectiveness
Career Pathways Final Progress & Sustainability Plan
NRS Tables
Northern Board MOU & IFA

Student:

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

Select Reporting System:

NRS FY 19-20 ▼

Agency:

Santa Fe Comm Coll

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	1	0	0	0	1	0	5	7	0	0	1	0	1	1	17
ABE Level 2	2	6	1	2	2	1	28	68	0	0	1	6	2	0	119
ABE Level 3	2	5	2	0	1	1	40	63	0	1	5	5	0	1	126
ABE Level 4	1	2	0	0	0	0	18	29	0	0	2	8	2	0	62
ABE Level 5	0	0	0	0	0	0	2	4	0	0	1	0	0	0	7
ABE Level 6	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2
ESL*** Level 1	0	0	0	0	0	0	2	3	0	0	0	0	0	0	5
ESL Level 2	0	0	0	1	0	0	13	18	0	0	0	0	0	0	32
ESL Level 3	0	0	0	2	0	1	29	81	0	0	0	0	0	0	113
ESL Level 4	0	0	1	8	0	0	50	122	0	0	1	3	0	0	185
ESL Level 5	0	0	3	4	0	0	40	99	0	0	0	2	0	0	148
ESL Level 6	0	0	2	5	0	0	34	69	0	0	0	1	0	1	112
Total	6	13	9	22	4	3	261	564	0	1	12	25	5	3	928

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

** See definitions for ethnicity/race categories.

Student:

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

Select Reporting System:

NRS FY 19-20 ▼

Agency:

Santa Fe Comm Coll

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
	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	2	4	2	0	0	0	0	25	28	0	0	4	2	0	1 68
19-24	3	2	0	1	1	0	0	52	51	0	1	3	5	3	0 122
25-44	1	5	4	13	2	3	3	130	304	0	0	4	10	1	2 479
45-54	0	2	3	3	0	0	0	36	129	0	0	0	4	0	0 177
55-59	0	0	0	3	1	0	0	9	33	0	0	0	2	1	0 49
60+	0	0	0	2	0	0	0	9	19	0	0	1	2	0	0 33
Total	6	13	9	22	4	3	3	261	564	0	1	12	25	5	3 928

*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:

Santa Fe Comm Coll

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
	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)	(P)
16-18	1	0	0	0	0	0	12	8	0	0	1	1	0	0	23
19-24	1	1	0	1	0	0	27	24	0	0	3	2	0	0	59
25-44	0	1	0	0	3	0	40	79	1	0	4	1	0	1	130
45-54	0	0	0	1	1	0	8	26	0	0	0	0	0	0	36
55-59	0	0	0	0	0	0	0	8	0	0	0	0	0	0	8
60+	0	0	0	1	0	1	3	9	0	0	0	0	0	0	14
Total	2	2	0	3	4	1	90	154	1	0	8	4	0	1	270

*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:

Santa Fe Comm Coll

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**	58	74	140	15	7	3	297
Integrated Education and Training Program	5	9	19	3	0	0	36
Adult Secondary Education***	1	2	6	0	0	0	9
Integrated Education and Training Program	0	0	2	0	0	0	2
English Language Acquisition****	0	4	55	29	13	13	114
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	9	42	278	133	29	17	508
Integrated Education and Training Program	0	1	3	1	0	1	6
Total	68	122	479	177	49	33	928

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

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

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

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

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

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

Student:

NRS Table 4

Select Reporting System:

NRS FY 19-20

▶

Agency:

Santa Fe Comm Coll

Measurable Skill Gains 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 equivalent, and periods of participation outcomes.

First Period of Participation										All Periods of Participation									
Entering Education Level	Number of Participants	Total Excluded from Performance (C)	Total Attendance for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level (E)				Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)				Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Number of Participants with Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)		
				Total Number of Participants	Number Who Achieved at Least One Educational Functioning Level (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)										
ABE Level 1	17	0	1216.5	4	0	9	4	23.5	17	4	0	23.5	0	23.5					
ABE Level 2	119	1	5996.76	23	1	65	29	20.3	120	23	1	20	1	20					
ABE Level 3	126	0	5830	16	5	82	23	16.7	127	16	5	16.5	5	16.5					

ABE Level 4	62	0	2754.55	5	3	38	16	12.9	63	5	3	12.7
ABE Level 5	7	0	297.5	3	0	4	0	42.9	7	3	0	42.9
ABE Level 6	2	0	128	0	0	2	0	0	2	0	0	0
ABE Total	333	1	16223.31	51	9	200	72	18.1	336	51	9	17.9
ESL Level 1	5	0	235	1	0	3	1	20	5	1	0	20
ESL Level 2	32	0	1961.25	15	0	13	4	46.9	32	15	0	46.9
ESL Level 3	113	0	6300.5	29	0	60	24	25.7	113	29	0	25.7
ESL Level 4	185	0	10711.65	34	0	110	41	18.4	185	34	0	18.4
ESL Level 5	148	0	8135.65	23	0	103	22	15.5	151	23	0	15.2
ESL Level 6	112	0	7660.55	3	0	78	31	2.7	114	3	0	2.6
ESL Total	595	0	35004.6	105	0	367	123	17.6	600	105	0	17.5
Grand Total	928	1	51227.91	156	9	567	195	17.8	936	156	9	17.6

- 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.

Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 19-20 ▼

Agency:

Santa Fe Comm Coll

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-testing (C)	Percentage Achieving ELA/Literacy or ELP Gains (D)	Number with EFL Gain for Mathematics by pre-testing (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	4	1	25	3	75	0	0	0	0
ABE Level 2	23	9	39.1	18	78.3	0	0	0	0
ABE Level 3	17	11	64.7	11	64.7	0	0	0	0
ABE Level 4	7	6	85.7	3	42.9	0	0	0	0
ABE Level 5	3	0	0	3	100	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	54	27	50	38	70.4	0	0	0	0
ESL Level 1	1	1	100	0	0	0	0	0	0
ESL Level 2	15	15	100	0	0	0	0	0	0
ESL Level 3	29	29	100	0	0	0	0	0	0
ESL Level 4	34	34	100	0	0	0	0	0	0
ESL Level 5	23	22	95.7	1	4.3	0	0	0	0
ESL Level 6	3	3	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 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 Total	105	104	99	1	1	0	0	0	0
Grand Total	159	131	82.4	39	24.5	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:

Santa Fe Comm Coll

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	5	691.75	4	0	1	80
ABE Level 2	46	3496.51	23	14	9	50
ABE Level 3	35	3264.5	17	9	9	48.6
ABE Level 4	15	1472.75	7	4	4	46.7
ABE Level 5	4	257.25	3	1	0	75
ABE Total	105	9182.76	54	28	23	51.4
ESL Level 1	2	103	1	1	0	50
ESL Level 2	16	1419	15	1	0	93.8
ESL Level 3	40	3807.25	29	6	5	72.5
ESL Level 4	77	6927	34	27	16	44.2
ESL Level 5	61	5279.9	23	27	12	37.7
ESL Level 6	41	4376.55	3	24	14	7.3

Entering Educational Functioning Level (A)	Total Number		Total Attendance		Number with EFL		Separated Before		Number		Percentage	
	Enrolled (B)	Hours (C)	21912.7	105	Gain (D)	Achieving EFL Gain (E)	Remaining Within Level (F)	Achieving EFL Gain (G)				
ESL Total	237					86			47		44.3	
Total	342		31095.46	159		114			70		46.5	

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, 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.

Student:

NRS Table 4C

Select Reporting System:

NRS FY 19-20

Agency:

Santa Fe Comm Coll

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 equivalent, and periods of participation outcomes.

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)
ABE Level 1	0	0	0	0	0	0	0	0	0	0
ABE Level 2	5	247.5	0	0	2	3	0	5	0	0
ABE Level 3	8	463.25	3	0	4	1	37.5	8	3	37.5
ABE Level 4	7	367.75	1	0	4	2	14.3	7	1	14.3
ABE Level 5	2	116	1	0	1	0	50	2	1	50
ABE Level 6	1	115	0	0	1	0	0	1	0	0
ABE Total	23	1309.5	5	0	12	6	21.7	23	5	21.7
ESL Level 1	0	0	0	0	0	0	0	0	0	0
ESL Level 2	1	226.25	1	0	0	0	100	1	1	100
ESL Level 3	4	798.75	1	0	0	3	25	4	1	25

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		Percentage of Periods of Participation with Measurable Skill Gains (K)
				Number Who	Number Who					Number of Periods of Participation with Measurable Skill Gains (J)	Number of Periods of Participation with Measurable Skill Gains (J)	
ESL Level 4	10	1350	2	0	0	0	8	20	10	2	20	
ESL Level 5	2	255.75	0	0	0	0	2	0	2	0	0	
ESL Level 6	1	97.25	0	0	0	0	1	0	1	0	0	
ESL Total	18	2728	4	0	0	0	14	22.2	18	4	22.2	
Grand Total	41	4037.5	9	0	12	20	20	22	41	9	22	

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 participation.

- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.
- Column K is calculated using the following formula: $(\text{Column K}) = (\text{Column J}) / (\text{Column I})$

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

Student:

NRS Table 5

Select Reporting System:

NRS FY 19-20

Agency: Santa Fe Comm Coll

Primary Indicators of Performance

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	(A)	(B) Number of Participants who Exited	(C) Number of Participants who Exited Achieving Outcome or Median Earnings Value	(D) Percentage of Participants Achieving Outcome	(E) Total Periods of Participation	(F) Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	(G) Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter after exit *		721	135	18.7	735	138	18.8
Employment Fourth Quarter after exit *		781	220	28.2	812	230	28.3
Median Earnings Second Quarter after exit **		135	4979.13		138	5014.49	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***		92	10	10.9	94	10	10.6
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***		92	12	13	94	12	12.8
Attained a Postsecondary Credential while enrolled or within one year of exit ****		16	1	6.3	16	1	6.3
Attained any credential (unduplicated) *****		103	19	18.4	105	19	18.1

Student:

NRS Table 5A

Select Reporting System:

NRS FY 19-20



Agency:

Santa Fe Comm Coll

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation	All Periods of Participation					
	(A)	(B)	(C)	(D)	(E)	(F)
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
Employment Second Quarter after exit	16	11	68.8	16	11	68.8
Employment Fourth Quarter after exit	10	6	60	10	6	60
Median Earnings Second Quarter after exit	11	4281.69		11	4281.69	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	2	0	0	2	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	2	0	0	2	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Attained any credential (unduplicated) *****	2	0	0	2	0	0

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System:	NRS FY 19-20	Agency:	Santa Fe Comm Coll	
Participant Status on Entry into the Program (A)		Number (B)		
Employed		596		
Employed, but Received Notice of Termination of Employment or Military Separation is pending		0		
Unemployed		171		
Not in the Labor Force		161		
TOTAL		928		
Highest Degree Level of School Completed*		US Based Schooling	Non-US Based Schooling	
No Schooling		0	0	
Grades 1-5		2	24	
Grades 6-8		14	147	
Grades 9-12 (no diploma)		200	186	
Secondary School Diploma or alternate credential		20	151	
Secondary School Equivalent		0	0	
Some Postsecondary education, no degree		19	54	
Postsecondary or professional degree		9	102	
Unknown		0	0	
TOTAL (both US Based and Non-US Based)				928

Program Type**

Participant Status on Entry into the Program (A)	Number (B)
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	47
Institutional Programs (section 225)	
In Correctional Facility	20
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	20

* 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.

Staff:

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

Select Reporting System:

NRS FY 19-20 ▼

Agency: Santa Fe Comm Coll

Adult Education Personnel

Function (A)	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	1	8	0
Local Counselors	0	0	0
Local Paraprofessionals	6	1	0
Local Teachers	33	2	1

Teachers' Years of Experience in Adult Education

Less than one year	5	0
One to three years	5	0
More than three years	23	2

Teacher Certificate

No certification	18	1
Adult Education Certificate	1	0
K-12 Certification	8	0
Special Education Certification	0	0
TESOL Certification	11	1

Student:

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

Select Reporting System:

NRS FY 19-20



Agency:

Santa Fe Comm Coll

First Period of Participation

All Periods of Participation

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

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.

Student:

NRS Table 9

Select Reporting System:

NRS FY 19-20

Agency:

Santa Fe Comm Coll

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	(A)	(B)	Number of		(C)	(D)	(E)	(F)	(G)
			Participants Included in the Indicator	Participants Achieving Outcome or Median Earnings Value		Percentage of Participants Achieving Outcome			
Measurable Skill Gain		508			103	20.3	513	103	20.1
Employment Second Quarter after exit		278			30	10.8	283	30	10.6
Employment Fourth Quarter after exit		311			56	18	326	57	17.5
Median Earnings Second Quarter after exit		30			5370.91		30	5370.91	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit		14			0	0	14	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit		14			0	0	14	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	4	1	25
Voted or Registered to Vote	5	5	100
Increased Involvement in Community Activities	1	1	100

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: Santa Fe Comm Coll

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	(A)	(B) Number of Participants Included in the Indicator	Number of Participants		(D) Percentage of Participants Achieving Outcome	(E) Total Periods of Participation	(F) Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	(G) Percentage of Participants in All Periods of Participation Achieving Outcome
			Achieving Outcome or Median Earnings Value	Achieving Outcome				
Measurable Skill Gain		20	0	0	0	20	0	0
Employment Second Quarter after exit		0	0	0	0	0	0	0
Employment Fourth Quarter after exit		0	0	0	0	0	0	0
Median Earnings Second Quarter after exit		0	0	0	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	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit		0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit		0	0	0	0	0	0	0

Instructions for Completing Table 10

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

Student:

NRS Table 11

Select Reporting System:

NRS FY 19-20



Agency:

Santa Fe Comm Coll

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	44		6	13.6	44	6
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	44		0	0	44	0
MSG via Secondary or Postsecondary Transcript	44		0	0	44	0
MSG via Progress Toward Milestones	44		0	0	44	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)
MSG via Passing Technical/ Occupational Skills Exam	44	0	0	44	0	0
Employment Second Quarter after exit	24	2	8.3	25	2	8
Employment Fourth Quarter after exit	53	24	45.3	53	24	45.3
Median Earnings Second Quarter after exit	2	5197		2	5197	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	9	1	11.1	9	1	11.1
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	9	1	11.1	9	1	11.1

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)	Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
Attained a Postsecondary Credential while enrolled or within one year of exit	16	1	6.3	16	1	6.3

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.

Student:

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

NRS FY 19-20 ▼

Select Reporting System:

Agency: Santa Fe Comm Coll

[illegible]

CAREER PATHWAYS IN ADULT EDUCATION

Career Pathways Progress and Sustainability Plan for New Mexico

PROGRAM NAME: Santa Fe Community College Adult Education

Progress on Implementation

Relative to the Components of your Career Pathways Plan, what have you accomplished toward establishing a career pathways model?

ACE:

- Implementation of an advising plan for all ACE students (I-BEST and HSE) using the academic/career learning plan.
- Completed the series of career readiness workshops including career interest inventory, resume development, and interview skills in all ACE classes (I-BEST and HSE).
- Updated bulletin board to reflect career pathways within the program.
- Developed draft MOA in partnership with the adult education directors in the northern workforce region to clarify and strengthen WIOA partnerships.
- Presented MOA to Northern Area Workforce Board.
- Completed delivery of the following I-BEST certificates: CNA, Early Childhood Development, Phlebotomy, Medical Terminology.

ESL:

- Continued use of English Language Proficiency Standards [ELPS] which focuses on proficiencies relevant to work, school and civic English language functions
- Continued training of instructors in integration of proficiencies in lesson planning
- Started 1st draft development on the stand-alone course in Career Skills Readiness
- Working to improve and expand upon Workplace English component of existing curriculum
- Increased emphasis this year on Workplace English and compiling class-by-class summaries of that work
- Also, separate lesson plans and projects as part of curriculum workplace English
- All of the above will be worked on by three instructors for a month starting late May
- Started marketing transformation to better articulate ESL Program as a place to improve English skills for the workplace

LVSF: Literacy Volunteers of Santa Fe

- Continue to expand Workplace Program within LVSF
- Added Basic Literacy Workplace tutoring options to ESL program already established
- Expanding Career Pathways section of LVSF Library for tutors and students
- Working to improve career culture for LVSF within the department

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:

ACE:

- All classes were moved to an online delivery using a combination of teams and canvass.
- Purchased Essential Education as an online learning platform.
- Moved to an online new student orientation process.
- Implemented remote proctoring of the TABE test.
- HSE assessments postponed until testing center re-opens.

ESL:

- Stand-alone course in Career readiness skills was derailed temporarily
- Transition to online teaching shortened or modified workplace English lessons and projects for classes

LVSF:

- Postponed Tutor Circles/ pro. dev. workshops focused on integrating career pathways into lesson plans
- Workplace tutoring on-site at businesses ceased during pandemic
- In all of the LVSF programs tutoring transitioned to virtual when possible
- Prepare and evaluate programming in preparation for new skills needed in the workplace for the future
- Support students with goal advising, tracking and follow-up

Sustainability Plan

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

ACE:

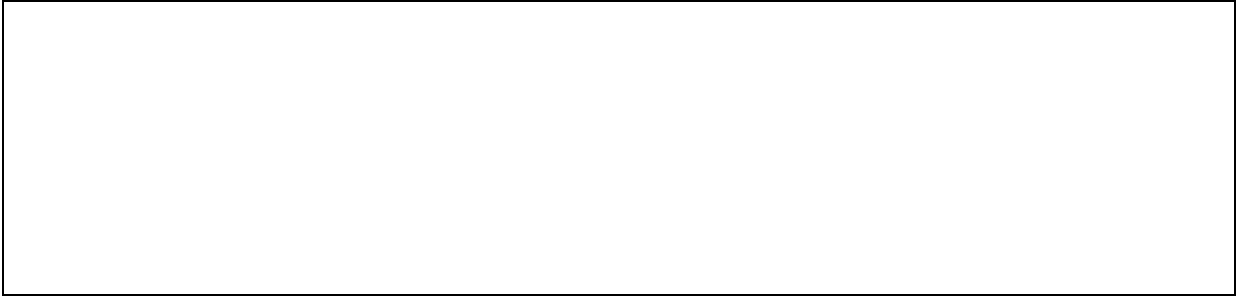
- Data will be pulled from LACES on performance outcomes for ACE and I-BEST courses. Performance outcomes will include enrollment, retention, completion of HSE, completion of industry credentials, and entry into employment.
- ACE staff will meet on a monthly basis to review and analyze data and make recommendations for continuous improvement of career pathways.
- I-BEST professional development will be offered to instructor teams.
- Documents and policies are updated to reflect best practices that prove to be effective.
- Continue to strengthen partnership with SFCC student services and career/technical programs.
- Continue to strengthen partnership with northern area workforce system.
- Continue to explore opportunities to access financial aid for AE students to enroll in credit bearing training programs including WIOA Title 1 and Ability to Benefit.

ESL:

- With stand-alone course completed with associated micro-credential badging and curriculum Workplace English expanded, the ESL Program will continue with use of ELPS, Workplace English component of curriculum, and budget allowing, offer the stand-alone course in Career Readiness skills.

LVSF:

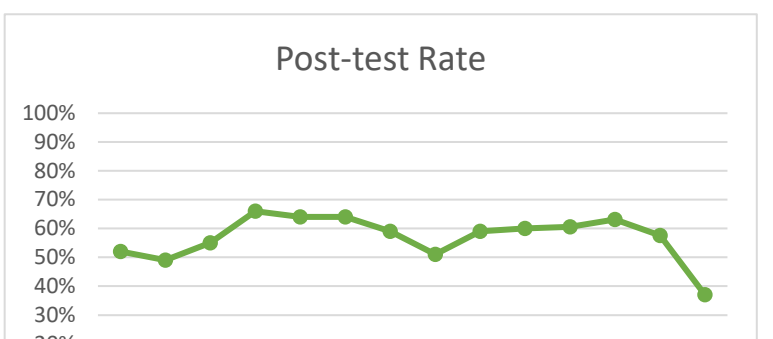
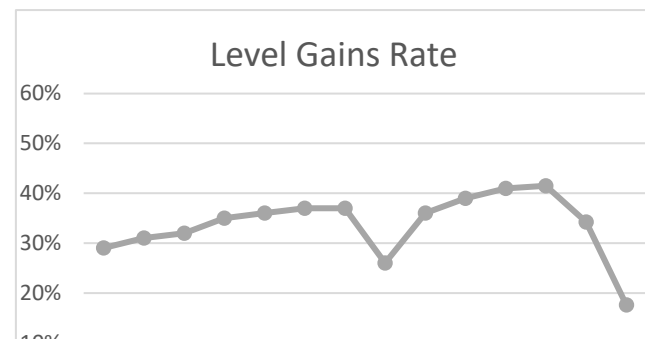
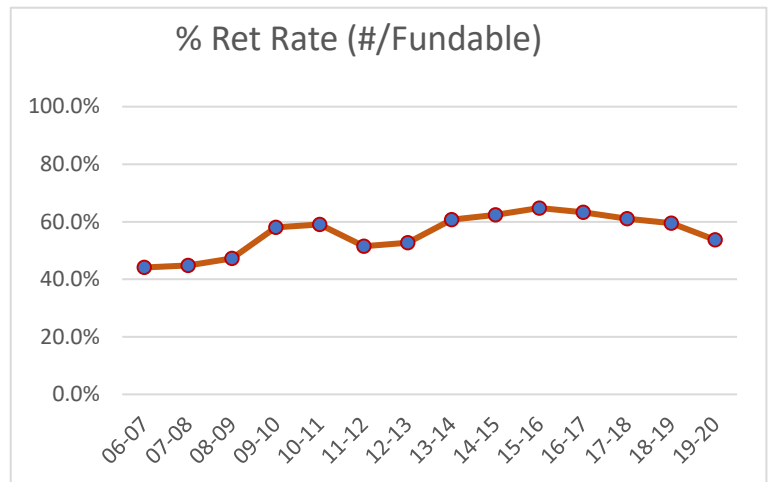
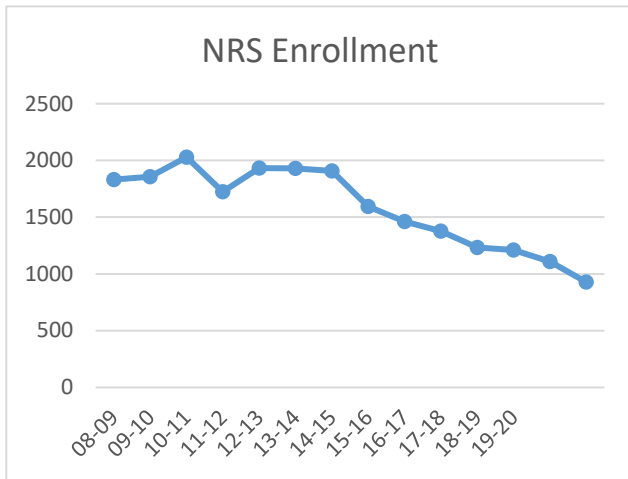
- Continued tutor support through circles, workshops and presentations by Workforce Solutions Job Coach
- Develop career culture through LVSF website and advertising for community events
- Data collection to track student and tutor hours to monitor program effectiveness
- Support students with goal advising, tracking and follow-up
- Weekly staff meeting and bi-weekly management meetings

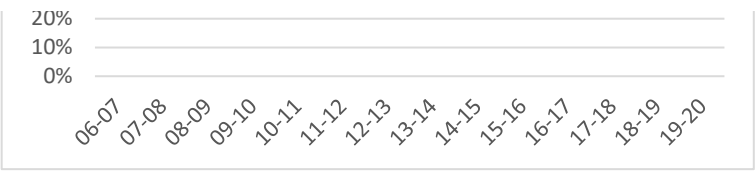
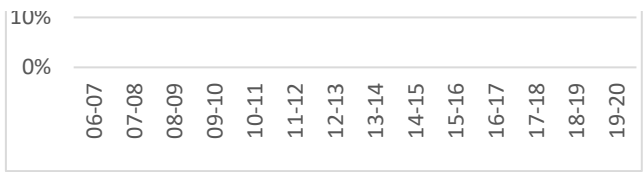


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Evaluation of Program Effectiveness

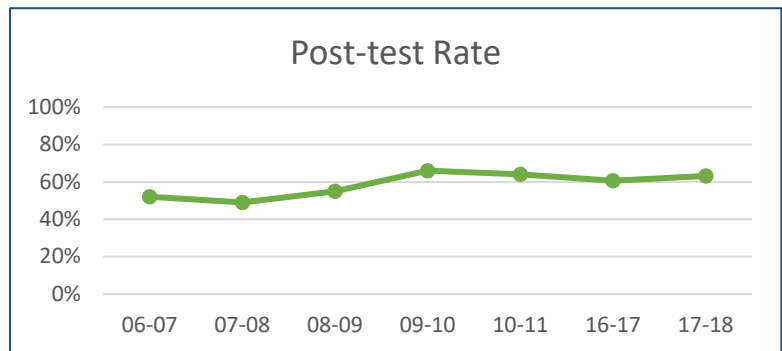
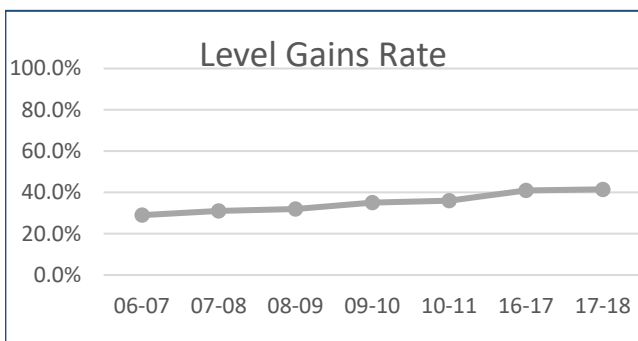
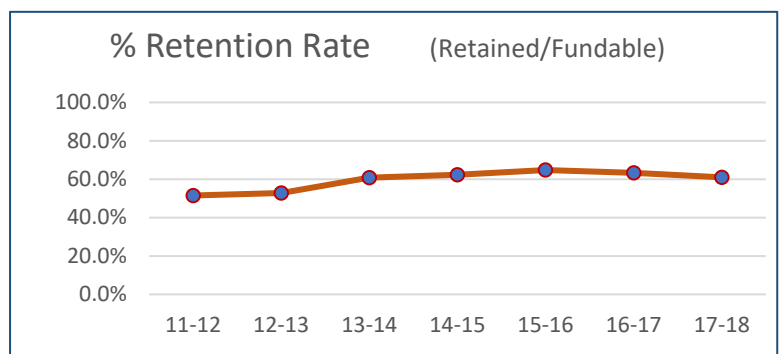
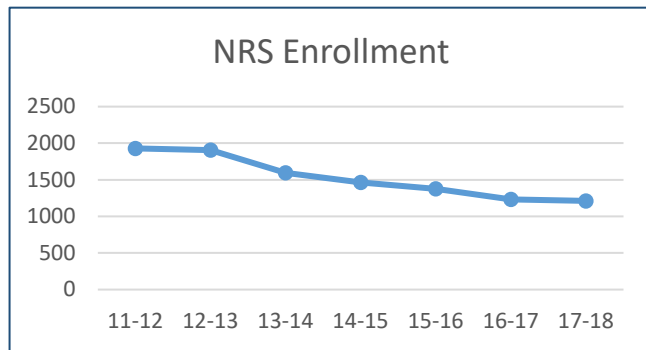
Fiscal Year	NRS Enrollment	% change	Level Gains Rate	% change from previous year	Retention (>40 hrs)	% Ret Rate (#/Fundable)	Post-test Rate	Post-test % change from previous year
06-07	1832	x	29.0%	x	808	44.1%	52%	x
07-08	1856	1%	31.0%	2.0%	831	44.8%	49%	-3.0%
08-09	2029	9%	32.0%	1.0%	959	47.3%	55%	6.0%
09-10	1723	-15%	35.0%	3.0%	1001	58.1%	66%	11.0%
10-11	1934	12%	36.0%	1.0%	1142	59.0%	64%	-2.0%
11-12	1929	0%	37.0%	1.0%	994	51.5%	64%	0.0%
12-13	1907	-1%	37.0%	0.0%	1006	52.8%	59%	-5.0%
13-14	1595	-16%	26.0%	-11.0%	969	60.8%	51%	-8.0%
14-15	1463	-8%	36.0%	10.0%	912	62.3%	59%	8.0%
15-16	1377	-6%	39.0%	3.0%	892	64.8%	60%	1.0%
16-17	1234	-10%	41.0%	2.0%	781	63.3%	61%	0.6%
17-18	1212	-2%	41.5%	0.5%	740	61.1%	63%	2.6%
18-19	1109	-8%	34.2%	-7.3%	660	59.5%	58%	-5.6%
19-20	928	-16%	17.6%	-16.6%	498	53.7%	37%	-20.6%





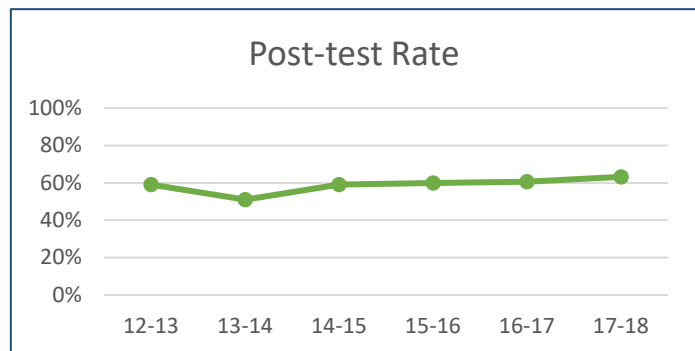
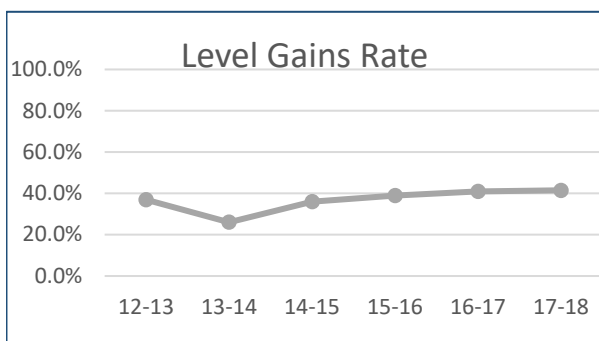
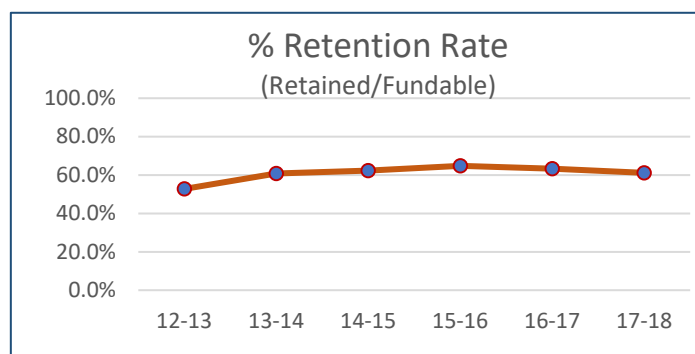
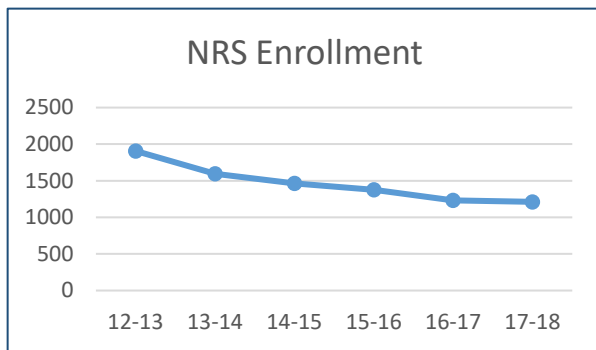
Section II: Evaluation of Program Effectiveness

Fiscal Year	NRS Enrollment	% change	Level Gains Rate	% change from previous year	Retention (>40 hrs)	% Retention Rate (retained / fundable)	Post-test Rate	Post-test % change from previous year
11-12	1929	x	37.0%	x	994	51.5%	64%	x
12-13	1907	-1%	37.0%	0.0%	1006	52.8%	59%	-5.0%
13-14	1595	-16%	26.0%	-11.0%	969	60.8%	51%	-8.0%
14-15	1463	-8%	36.0%	10.0%	912	62.3%	59%	8.0%
15-16	1377	-6%	39.0%	3.0%	892	64.8%	60%	1.0%
16-17	1234	-10%	41.0%	2.0%	781	63.3%	61%	0.6%
17-18	1212	-2%	41.5%	0.5%	740	61.1%	63%	2.6%



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12-13	1907	-1%	37.0%	0.0%	1006	52.8%	59%	-7.8%
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14-15	1463	-8%	36.0%	38.5%	912	62.3%	59%	15.7%
15-16	1377	-6%	39.0%	8.3%	892	64.8%	60%	1.7%
16-17	1234	-10%	41.0%	5.1%	781	63.3%	61%	1.0%
17-18	1212	-2%	41.5%	1.2%	753	62.1%	63%	4.3%



**MEMORANDUM OF AGREEMENT
BETWEEN
Santa Fe Community College/Adult Education
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 Département 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.

 08/04/2020

Date
Becky Rowley, President
Santa Fe Community College

 8/3/20

Date
Letty Naranjo, Director, Adult Education
Santa Fe Community College

 7/29/20

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

 7-29-20

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