



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

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

**2019-2020**

Please email reports to:

[adult.education@state.nm.us](mailto:adult.education@state.nm.us)

AND

[amy.anderson@state.nm.us](mailto:amy.anderson@state.nm.us)

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

**Reporting Deadline  
September 1, 2020**

(Please email your reports to [adult.education@state.nm.us](mailto:adult.education@state.nm.us) and [amy.anderson@state.nm.us](mailto:amy.anderson@state.nm.us) no later than 5 p.m.  
on the due 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

### Introduction:

NMHED AE Division provides these guidelines for the Annual Report process for programs to supply 2019-2020 program year information. Please take this opportunity to identify areas of program improvement and request technical assistance from NMHED AE. The process also helps the NMHED AE Division to aggregate program

information for reporting to OCTAE at the U.S. Department of Education. Please be sure to contact the NMHED AE Division with any questions.

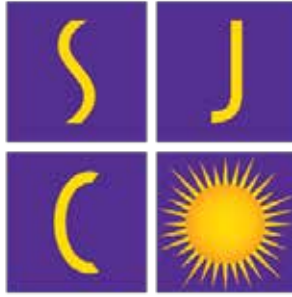
### **General Instructions:**

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

This section includes:

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

**(Please remove these instructional pages when submitting your final report.**  
**Your submitted report should begin with the signed cover page.)**



## SAN JUAN COLLEGE

Program Name: Academic & Career Engagement  
(ACE) Center

Institution or Organization: San Juan College

Address: 3401 East 30<sup>th</sup> Street

City: Farmington

County: San Juan

Zip: 87402

Main Phone: 505-566-3946

Fax: none

Website: [www.sanjuancollege.edu/acecenter](http://www.sanjuancollege.edu/acecenter)

Fiscal Year: 2019-2020

Submission Date: September 4, 2020

Program Director, Manager, or

Coordinator Name: Jennifer Martinez-Maestas

Contact Information: Phone: 505-566-3946

Email: [martinezj@sanjuancollege.edu](mailto:martinezj@sanjuancollege.edu)

Erin Carney and Vanessa

Alternate Contact Names: Bedonie

Contact Information: Phone: 505-566-3488 / 505-566-3270

[carneye@sanjuancollege.edu](mailto:carneye@sanjuancollege.edu)

Email: [bedoniev@sanjuancollege.edu](mailto:bedoniev@sanjuancollege.edu)

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**Signature of the Chief Executive Officer or Designee**

**DATE**

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**Edward DesPlas, Executive Vice President**

**Typed Name and Title:**

**Section I. Program Narrative Report**

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

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.

**1. Location**

- a. The ACE Center moved into the new San Juan College 30<sup>th</sup> St. Education Center. This was designed for high tech classrooms, student engagement, and collaboration with other agencies.

**2. Staff**

- a. The ACE Center added a full-time *Instructor and Student Advisor* to reduce the number of part-time instructors needed, increase student support, provide consistency, and promote year-round services to students. Adding a full-time Instructor and Student Advisor afforded the ACE Center students intentional coaching, advising, and direct instruction to increase persistence and student success.

**3. Curriculum**

- a. Revised and improved the integrated and accelerated ACE curriculum to meet the demands of expedient employment or enrollment in post-secondary education
- b. Incorporated Labor Market Information (LMI) in two lesson of each 8-week cycle.
- c. Incorporated social and emotional learning competencies into the ACE Center curriculum to increase persistence. Student success, and measurable skills gains.
- d. Incorporated trauma informed teaching and learning practices to increase student support.

**4. Enrollment practices**

- a. Adapted onboarding processes to support 8-week and 4-week cycles. We now offer onboarding and offboarding at 4-weeks to meet the demands of expedient employment or enrollment in post-secondary education
- b. Incorporated career pathway selection during the onboarding process

**5. Technology**

- a. Incorporated 1:1 technology ratio with Chromebooks for each student while in class
- b. Improved the ACE Center Computer Lab by increasing computers
- c. Increase testing hours to facilitate students' schedules
- d. Created an online curriculum to meet the needs of COVID-19.

**6. Classes**

- a. Schedule
  - i. Implemented identical day and evening classes to increase equity as well as accommodate easier student transfer if needed
- b. Length of terms
  - i. 8-week and 4-week cycles to deepen learning and accelerate the learning process
- c. Academic content

- i. Fully integrated math, language arts, science, social studies, social and emotional learning, and digital literacy classes to accelerate student progression and co-enrollment opportunities
- d. Industry content
  - i. Incorporation of LMI website and resources in each 8-week cycle
  - ii. Capstone projects based on student pre-selected career pathways to align with post-secondary transition and make project-based learning more relevant to students' career interests
- e. Employability/soft skills/social and emotional learning
  - i. Woven throughout the learning experience
- 7. Partnerships
  - a. Preliminary meetings with SL Start leadership to create an apprenticeship and career pathway partnership
  - b. Created co-enrollment opportunities for ACE Center students at San Juan College.
- 8. Professional development
  - a. Active *Professional Learning Community* (PLC) to increase effective teaching practices and build capacity

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?

1. San Juan College is our parent institution and they provide exceptional support to the ACE Center.
  - a. Paid 80-85% salaries of two ACE Center administrative positions.
2. Collaboration with partners such as SER Jobs for Progress, Career Link, and the Department of Vocational Rehabilitation (DVR) local offices are progressing slowly. Within these particular entities, staff is scarce, communication is minimal, and collaboration is sporadic. For that very reason, the ACE Center Director, Jenny Lambert, presented at the Northern Area Local Workforce Development Board on December 19, 2019 to address these concerns. Jenny Lambert remained an active board member for much of this fiscal year until her resignation in May 2020.
3. Colocation
  - a. The ACE Center is co-located with the Department of Workforce Solutions and the Department of Vocational Rehabilitation.

Describe your participation in any statewide initiatives and how that participation has affected your program's goals. (For example: Justice Initiative, Career Pathways Initiative)

1. Career Pathway Initiative (CPI) As a part of the CPI initiative the ACE Center created and improved all the following items.
  - a. Intensive Coaching and Advising Update
    - i. Student-centered goals & connection
    - ii. Education, Career, and Life Plans
    - iii. Case management
    - iv. Realistic case management
    - v. Wrap-around services
    - vi. Transitions to post-secondary and employment
    - vii. SJC Career Center
  - b. Integrated, Contextualized, and High Impact Practices (HIP) Curriculum Design and Lesson Plan Process
    - i. CCRS, ISTE, Social and Emotional Competencies (SEL) aligned

- ii. High Impact Practices (HIP)-Training from the BACK of the Room! (TBR), Brain-based learning, Universal by Design (UBD), Trauma-informed teaching (TIC) and learning, SEL teaching and learning, Intensive Coaching and Advising
  - iii. Instructor lesson plan process
  - iv. Curriculum review committee
- c. Justice-involved Students
  - i. Intensive coaching and advising
  - ii. Social and Emotional Competencies (SEL)
  - iii. Trauma-informed teaching (TIC) and learning
  - iv. 1:1 Chromebook ratio
  - v. First-year Experience (FYEX): College credit course at the ACE Center since it is a safe environment for them. Taught by ACE Center staff and partners with SJC Humanities
  - vi. Current request into SJC leadership to waive tuition and fees or explore Ability to Benefit
  - vii. Partners with SJC Foundation to pay for tuition and fees
  - viii. Transition services provided by Trio, Student Achievement Center, and Advising and Counseling

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.

1. COVID-19 created several barriers for the ACE Center staff and students. These barriers were creating ways to overcome the access to technology, creating an effective virtual instructional design. This is where the ACE Center team is deserving of praise. We were agile and adaptive while we recreated curriculum, instructional practices, policies, and procedures. Student-centered decision making was our priority in maintaining the success of students. I am proud to report that our measurable skill gains were only slightly impacted by COVID-19.

**Section II. Student Data 2019-2020**

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

- your total program
- each satellite site

	Total Program	Site: SJC Main Campus	Site: 30 <sup>th</sup> St. Education Center	Site:	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	0	0	0			
Total count of students with 12 + hours	330	66	264			
Total contact hours for students with 12 + hours	28520	7590.5	20929.5			
Average contact hours for students with 12 + hours	86.42	115.00	79.28			
Average contact hours for students with 12 + hours experiencing level gains	108.03	116.78	120.28			
Count of all HSE graduates with 12 + hours	30	0	30			
Count of HSE en Español graduates with 12 + hours	0	0	0			
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	71.82	22.72	84.10			
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	0	0	0			
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)	7.5	0	6.0			
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)	0	0	0			



[illegible]

### Section III. Evaluation of Program Effectiveness

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

1. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?
  - a. The ACE Center integrated curriculum
    - i. The ACE Center curriculum integrates Casel's Social and Emotional Learning (SEL) Competencies in every lesson. SEL competencies prepares students to grow their interpersonal skills for success in both workplace and post-secondary arenas.
    - ii. Integrates Trauma Informed Teaching and Learning practices
    - iii. Integrates digital literacy competencies in addition to integrated content
  - b. The ACE Center participated in an IET, I-BEST teaching model with the Emergency Medical Technician Program to reduce attrition, increase persistence, impact national registry passing rates.
  - c. The Lead Instructor participated in training for the First Year Experience Seminar course (FYEX 1110) to build capacity for ACE students. The outcome was to provide co-enrollment in the spring semester for students who are ready to transition to post-secondary. The San Juan College Foundation and some intuitional funding provided support for tuition, fees, and books for this cohort of students. 95% of students passed the credit bearing course with an A, obtained their HSE, and persisted into college.
2. When you look at your program data, how effective do you gage your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data. The ACE Center looks at several data points to determine strengths and opportunities such as:
  - a. Measurable Skills Gains
    - i. 74.5%
  - b. HSE Gradates
    - i. 53 graduates
  - c. Concurrent Enrollment at San Juan College
    - i. 67 students
  - d. Social and Emotional Competencies
    - i. Brain-based and collaborative learning environment and skill building which is reflected in their class grades
  - e. Summative and Formative Assessments
    - i. Checking for understanding
  - f. Retention
    - i. 82.12%
3. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.
  - a. Retention

- i. The retention rates have gradually increased every year for the past eight years. The ACE Center employs effective strategies to increase and maintain good retention. ACE staff pay close attention to patterns of exit, students needs and performance, early intervention, intrusive coaching and advising, and a meaningful student experience. This year the ACE center maintained a respectable 82.12% retention rate and a 74.5% Table 4.
- 4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.
  - a. Partnership for increased co-enrollment with San Juan College
  - b. Implementing a literacy program that supports HSE attainment, career development, upskilling, and entry into post-secondary education.
- 5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.  
 The ACE Center was impacted by the lack of post-testing and final testing due to COVID-19 closures.

- a. Measurable Skills Gains
  - i. 74.5%
  - ii. Decreased by 3.9% from FY 18-19
- b. HSE Graduates
  - i. 53 graduates
  - ii. Decreased by 45 graduates
  - iii. The SJC Testing Center was closed until mid-June due to COVID-19.
- c. Concurrent Enrollment at San Juan College
  - i. 67 students
  - ii. Increased by 64 students
- d. Retention
  - i. 82.12%
  - ii. Decreased by 1.58%

#### **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.
 

\$300.00
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- 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.

Collaboration with partners such as SER Jobs for Progress, Career Link, and the Department of Vocational Rehabilitation (DVR) local offices are progressing slowly. Within these particular entities, staff is scarce, communication is minimal, and collaboration is sporadic. For that very reason, the ACE Center Director, Jenny Lambert, presented at the Northern Area Local Workforce Development Board on December 19, 2019 to address these concerns. Jenny Lambert remained an active board member for much of this fiscal year until her resignation in May 2020.

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.

Collaboration with partners such as HELP NM, DWS, and the Department of Vocational Rehabilitation (DVR) local offices are co-located in the 30<sup>th</sup> St. Education Center at San Juan College. Our intent is to foster a meaningful and collaborative relationship with these partners.

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

A new draft is in the works at this time and has been delayed since the State Plan was just recently approved. The Northern Workforce Board has collaborated to create a simplified MOU. This MOU will be executed next FY.

## **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.

<https://drive.google.com/file/d/1cMZ3aSC-ShtXRaUuIzDgDFuLLAHH0SAi/view?usp=sharing>

<https://drive.google.com/file/d/1MCsKcUQyB-NTeAF7cWife1kzmjMGWXj7/view?usp=sharing>

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 ACE Center does provide IET courses. The ACE Center's teaching approach and unique curriculum offers intensity and quality, is research-based, best practiced aligned, integrated content, and social and emotional learning. This is an opportunity for the ACE Center to grow next fiscal year.

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 ACE Center is currently working with the Center for Workforce Development and San Juan College to create IET programming for the prioritized sectors.

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.

Not at this time.

## **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.

The ACE Center uses the College and Career Readiness Standards in instructional design and every lesson plan created. The ACE Center has a rigorous process of curriculum review done by the *Curriculum Review Committee* to evaluate and approve new content.

The *College and Career Readiness Standards (CCR) for Adult Education* report presents a set of college and career readiness standards that reflect the content most relevant to preparing adult students for success in colleges, technical training programs, work and citizenship—in the areas of English language arts/literacy and mathematics.

<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

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.

The ACE 3.0 and beyond curriculum focuses around the use of Google Classroom as the learning management system. Technology is an integral component of 21st-century learning and workplace readiness; therefore, ACE is committed to working through these barriers to create a high-impact learning environment that consistently integrates technology and the technology standards. The ACE Center has a 1:1 Chromebook ratio.

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

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

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

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

N/A
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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.

N/A

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)

N/A

### 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

Name	Position	Professional Development Attended	Date	Location
Jenny Lambert	Director of Adult Education and Learning Initiatives	Training From the Back of the Room Trainer Certification	August 2019	National Harbor, MD
		Training From the Back of the Room Train the Trainer Certification	August 2019	National Harbor, MD
		ACTE Conference	December 2019	Anaheim, CA
Jennifer Martinez-Maestas	Lead Instructor and Onboarding Specialist	Training From the BACK of the Room Trainer Certification	August 2019	National Harbor, MD
		Professional Learning Community (PLC) sessions	Fall 2019	ACE Center
		Various webinars	Fall 2019	Web-based
		First Year Experience (FYEX 1110) Training	Fall 2019	SJC
Vanessa Bedonie	Data Support Specialist and Administrative Assistant II	Data training	July 2019	Silver City
		NMAEA 2019 Central Regional Teacher's Institute	September 2019	Albuquerque
		The Administrative Assistant Conference	September 2019	Albuquerque
		PLC retreat led by Lead Instructor	October 2019	Angel Fire
Erin Carney	Instructor and Student Advisor	PLC training sessions and retreat led by Lead Instructor	Fall 2019	ACE Center & Angel Fire
Daniel Garcia	Instructor and Student Advisor	PLC training sessions and retreat led by Lead Instructor	Fall 2019	ACE Center & Angel Fire



Darla Santillanes	Instructor and Student Advisor	PLC training sessions and retreat led by Lead Instructor	Fall 2019	ACE Center & Angel Fire
Gail Janezich	Part-time Instructor	PLC training sessions and retreat led by Lead Instructor	Fall 2019	ACE Center & Angel Fire
Margaret Clair	Part-time Instructor	PLC training sessions and retreat led by Lead Instructor	Fall 2019	ACE Center & Angel Fire
Denise Maness	Part-time Instructor	PLC training sessions led by Lead Instructor	Fall 2019	ACE Center & Angel Fire
Lori Harvey	Work Study	PLC retreat led by Lead Instructor	October 2019	Angel Fire

## 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
0	0	0

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

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

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

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

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

0

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

0

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

\$24,556

San Juan College IT department supports slightly over 5156 devices of different types – from laptops to IP phones to servers and more. The total cost of IT services and support sums up to \$2,748,000, which equates to \$533 per device. San Juan College provides support to all Adult Education devices: 6 laptops, 26 desktop computers, and 150 Chromebooks. Hence, the in-kind match for this program's electronics is  $\approx \$533 \times 32 =$  **\$17,056**. ACE also has 150 Chromebooks and since they are low maintenance, IT provides support as needed  $\approx \$50 \times 150 =$  **\$7,500**.

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
---------------------------------	-----------------------------------	-------

<b>6,593 sqft</b>	<b>\$17.50/rentable ft<sup>2</sup>/yr</b>	<b>\$115,377.50</b>
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**Alternate option:**

Please indicate institution's building renewal and replacement allocation

N/A

(Please cite the source document for the amount)

## IX. Fiscal Survey (Continued)

### A. Additional grants, funding from partnerships, etc.

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

Source	Amount
N/A	N/A

### B. Program Income Activities

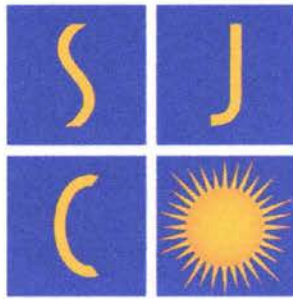
2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2019-2020 fiscal year.

Student  
Registration Fees  
\$8,876.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Fall 2019 Income	\$8,876.00

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](mailto:adult.education@state.nm.us) AND [amy.anderson@state.nm.us](mailto:amy.anderson@state.nm.us) no later than 5:00 p.m. on September 4, 2020.



## SAN JUAN COLLEGE

Program Name: Academic & Career Engagement  
(ACE) Center

Institution or Organization: San Juan College

Address: 3401 East 30<sup>th</sup> Street

City: Farmington

County: San Juan

Zip: 87402

Main Phone: 505-566-3946

Fax: none

Website: [www.sanjuancollege.edu/acecenter](http://www.sanjuancollege.edu/acecenter)

Fiscal Year: 2019-2020

Submission Date: September 4, 2020

Program Director, Manager, or

Coordinator Name: Jennifer Martinez-Maestas

Contact Information: Phone: 505-566-3946

Email: [martinezj@sanjuancollege.edu](mailto:martinezj@sanjuancollege.edu)

Erin Carney and Vanessa

Alternate Contact Names: Bedonie

Contact Information: Phone: 505-566-3488 / 505-566-3270

[carneve@sanjuancollege.edu](mailto:carneve@sanjuancollege.edu)

Email: [bedoniev@sanjuancollege.edu](mailto:bedoniev@sanjuancollege.edu)

  
**Signature of the Chief Executive Officer or Designee**

10/7/2020  
DATE

Edward DesPlas, Executive Vice President

Typed Name and Title:

### Section I. Program Narrative Report

# Student:

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

Select Reporting  
System:

NRS FY 19-20

Agency: San Juan College

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	(B)	(C)	(D)	(E)	(F)	(G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	7	6	1	1	1	0	3	8	0	0	4	3	0	0	34
ABE Level 2	34	41	0	2	0	1	20	22	1	2	14	18	1	3	159
ABE Level 3	27	30	0	0	0	0	7	11	0	0	7	17	1	1	101
ABE Level 4	3	3	0	1	0	0	6	0	0	1	8	5	0	1	28
ABE Level 5	0	1	0	0	0	0	0	1	0	0	2	3	0	0	7
ABE Level 6	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	71	81	1	4	1	1	36	42	1	3	36	46	2	5	330

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

\*\* See definitions for ethnicity/race categories.

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

## Ethnicity/Race:

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

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

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

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

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

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

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

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

**Sex:**

**Male:** The participant indicates that he is male.

**Female:** The participant indicates that she is female.

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

# Student:

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

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: San Juan College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	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	10	8	0	0	0	0	9	4	0	0	7	15	0	2	55
19-24	24	24	1	1	0	0	14	21	0	2	14	13	2	0	116
25-44	34	44	0	2	1	1	11	16	0	1	12	14	0	3	139
45-54	2	4	0	1	0	0	2	1	1	0	2	2	0	0	15
55-59	1	1	0	0	0	0	0	0	0	0	1	2	0	0	5
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	71	81	1	4	1	1	36	42	1	3	36	46	2	5	330

\*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 2: Participants by Age, Ethnicity, and Sex

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: San Juan College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	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	10	8	0	0	0	0	9	4	0	0	7	15	0	2	55
19-24	24	24	1	1	0	0	14	21	0	2	14	13	2	0	116
25-44	34	44	0	2	1	1	11	16	0	1	12	14	0	3	139
45-54	2	4	0	1	0	0	2	1	1	0	2	2	0	0	15
55-59	1	1	0	0	0	0	0	0	0	0	1	2	0	0	5
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	71	81	1	4	1	1	36	42	1	3	36	46	2	5	330

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

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

\*\*\*See definitions of ethnicity/race categories.

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

## Ethnicity/Race:

See Table 1

## Sex:

See Table 1

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

# Student:

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

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: San Juan College

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

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	3	0	0	0	0	0	1	1	0	0	0	2	0	0	7
25-44	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
45-54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	3	1	0	0	0	0	1	1	0	0	0	2	0	0	8

\*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: San Juan College

Enter the number of participants\* by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
<b>Adult Basic Education**</b>	53	114	135	15	5	0	322
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Adult Secondary Education***</b>	2	2	4	0	0	0	8
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>English Language Acquisition****</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Integrated English Literacy and Civics Education (Sec. 243)*****</b>	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
<b>Total</b>	55	116	139	15	5	0	330

\*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: San Juan College

## 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 Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One Educational Functioning Level Gain (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)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	34	0	5799.5	31	0	1	2	91.2	34	31	0	91.2
ABE Level 2	159	6	13180.25	96	9	32	16	68.6	153	96	9	68.6
ABE Level 3	101	3	7815	53	16	10	19	70.4	98	53	16	70.4
ABE Level 4	28	0	1481.25	21	5	1	1	92.9	28	21	5	92.9

ABE Level 5	7	0	212	7	0	0	0	100	7	7	0	100
ABE Level 6	1	0	32	1	0	0	0	100	1	1	0	100
<b>ABE Total</b>	330	9	28520	209	30	44	38	74.5	321	209	30	74.5
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0
<b>ESL Total</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>Grand Total</b>	330	9	28520	209	30	44	38	74.5	321	209	30	74.5

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3)

## Student:

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:

NRS FY 19-20

Agency: San Juan College

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.

[illegible]

Entering Education al Functionin g Level (A)	Number of Participan ts (B)	Number with EFL Gain For ELA/Litera cy or ELP by pre- posttestin g (C)	Percentag e Achieving ELA/Litera cy or ELP EFL Gains (D)	Number with EFL Gain for Mathemat ics by pre- posttestin g (E)	Percentag e Achieving Mathemat ics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Cre dits (G)	Percentag e Achieving EFL Gain by Carnegie Units/Cre dits (H)	Number with EFL Gain by Transition to Postsecon dary Education (I)	Percentag e Achieving EFL Gain by Transition to Postsecon dary Education (J)
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	230	72	31.3	132	57.4	0	0	87	37.8

#### 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: San Juan College

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	27	5468.5	23	4	0	85.2
ABE Level 2	124	11886.75	89	22	13	71.8
ABE Level 3	73	6606.5	47	11	15	64.4
ABE Level 4	13	905.25	8	2	3	61.5
ABE Level 5	0	0	0	0	0	0
<b>ABE Total</b>	<b>237</b>	<b>24867</b>	<b>167</b>	<b>39</b>	<b>31</b>	<b>70.5</b>
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0
<b>ESL Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>237</b>	<b>24867</b>	<b>167</b>	<b>39</b>	<b>31</b>	<b>70.5</b>

**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.



## Student:

NRS Table 4C

Select Reporting System:

NRS FY 19-20

Agency: San Juan College

### 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.

[illegible]

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

**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:  $(\text{Column H}) = (\text{Column D} + \text{Column E}) / (\text{Column B})$
- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

# Student:

NRS Table 5

Select Reporting  
System:

NRS FY 19-20

Agency: San Juan College

## Primary Indicators of Performance

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *	252	120	47.6	255	123	48.2
Employment Fourth Quarter after exit *	278	148	53.2	289	155	53.6
Median Earnings Second Quarter after exit **	120	3021.27		123	3011.94	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	56	6	10.7	57	6	10.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	56	7	12.5	57	7	12.3

Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	56	10	17.9	57	10	17.5

### Instructions for Completing Table 5

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

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

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

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

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

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

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

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

\*\*\*\* Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited that postsecondary training program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2

# Student:

## NRS Table 5A

Select Reporting  
System:

NRS FY 19-20

Agency: San Juan College

### Primary Indicators of Performance for Participants in Distance Education

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

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

Instructions for Completing Table 5A

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

Follow instructions for completing Table 5.

# Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: San Juan College

Participant Status on Entry into the Program (A)	Number (B)		
Employed	138		
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0		
Unemployed	147		
Not in the Labor Force	45		
TOTAL	330		
<b>Highest Degree Level of School Completed*</b>		<b>US Based Schooling</b>	<b>Non-US Based Schooling</b>
No Schooling		0	0
Grades 1-5		1	0
Grades 6-8		22	0
Grades 9-12 (no diploma)		230	5
Secondary School Diploma or alternate credential		1	0
Secondary School Equivalent		0	0
Some Postsecondary education, no degree		65	5
Postsecondary or professional degree		0	1
Unknown		0	0
TOTAL (both US Based and Non-US Based)			330
<b>Program Type**</b>			
In Family Literacy Program			0
In Workplace Adult Education and Literacy Activities***			0
<b>Institutional Programs (section 225)</b>			
In Correctional Facility			0
In Community Correctional Program			0
In Other Institutional Setting			0

TOTAL Institutional

0

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

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

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

**Employment Status definitions:**

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

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

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

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



# Student:

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

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: San Juan College

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

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

#### Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

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

#### For reporting measurable skill gains:

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

#### For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

#### For reporting family literacy outcome measures:

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

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

# Student:

## NRS Table 9

Select Reporting  
System:

NRS FY 19-20

Agency: San Juan College

### Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation

All Periods of Participation

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

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

**Instructions for Completing Table 9**

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

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

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

**For reporting the exit-based Primary Indicators of Performance:**

Follow instructions for completing Table 5 to report these outcomes.

**For reporting civics education outcome measures:**

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

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

# Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: San Juan College

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

## Instructions for Completing Table 10

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

# Student:

## NRS Table 11

Select Reporting  
System:

NRS FY 19-20

Agency: San Juan College

### Outcome Achievement for Participants in Integrated Education and Training Programs

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

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

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

#### Instructions for Completing Table 11

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

## Student:

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

Select Reporting System:

NRS FY 19-20

Agency: San Juan College

[illegible]



# Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting  
System:

NRS FY 19-20 ▼

Agency: San Juan College

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

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

## Instructions for Completing Table 14

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