



# **Adult Basic Education Doña Ana Community College**

## **Program Annual Report 2013-2014**

**August 29, 2014**

**Lora Ross, Director  
3400 S. Espina St., Room 160  
Las Cruces, New Mexico 88003**

**(575)527-7741**

**(575)528-7065 *fax***

**lross@dacc.nmsu.edu**

**<http://dacc.nmsu.edu>**

# Annual Report Narrative

## Program Overview & Narrative

Please provide a program overview and narrative, including description of program, geographic service area and demographics. (Maximum 3 pages).

Dona Ana Community College (DACC) Adult Basic Education (ABE) Division's mission is to provide comprehensive adult education instruction and support services in a learner-centered, supportive and collaborative environment to enhance quality of life that leads to life-long learning, civic participation, and personal success. DACC is located in Dona Ana County, a large southwestern New Mexico rural county. Dona Ana County's location on the southwestern region of the U.S.- Mexico borderland lends itself to many unique needs, challenges and opportunities. These include such issues as underdeveloped colonias, multi-generational Mexican immigrants who are both documented and undocumented, farm laborers and seasonal workers all with limited English proficiency.

The target adult populations served by ABE are the hardest to serve. Because of their multiple barriers to participation and academic success, they require wrap-around instructional and support services and in many cases individualized assistance and instruction. Since 1972, ABE has successfully served the target adult populations through our comprehensive instructional programs that include ESL, high school equivalency, high school equivalency in Spanish, preparation for U.S. citizenship, EL/Civics, basic literacy, and computer literacy.

In addition, student support services in ABE are equally comprehensive and offered at each of our satellite centers. These services include a comprehensive 12-hour student orientation, pre-and post-assessment, placement, advising, small-group instruction, accommodations for learning disabled adults, student events and activities, college transition, information and referral services, and student scholarships.

In FY 2013-14, ABE has undergone significant program changes that included:

- 1) the merging of ABE with the Workforce Development and Training office in which the Executive Director oversees both areas;
- 2) a new ABE Director;
- 3) the reclassification of the Tutorial Services Coordinator into the ABE Manager, whose area of responsibility includes both student support/tutorial services and data management;
- 4) all satellite learning centers (Gadsden, Sunland Park and Chaparral) have a FT Program Coordinator. In prior years, a FT coordinator was shared between 2 centers;
- 5) a revised new student orientation process with the goal of having students complete 12 hours prior to classroom program enrollment;
- 6) improved opportunities for workshops that included core specific areas (reading, science, social studies, math) facilitated by literacy volunteers;
- 7) improved attendance reporting to

allow for tracking of student hours on a daily basis; 8) instructors were required to follow-up with their students and make comments on their attendance reports which were entered into LACES; 9) all staff and tutors were/are required to be LACES/NRS certified; 10) due to lack of student focus and commitment, our Distance Education Program was discontinued in Spring 2014. Since its onset in July 2010, 183 ABE students were enrolled in the program accumulating 4309.9 instructional hours with an average of 23.55 hours per student. In addition, in Spring 2012 and Spring 2013, distance-like education was offered at White Sands Missile Range. The intention of this course was to pre and post-test soldiers, who already had their high school diploma in TABE 9/10, help them improve their basic skills via GED online, and have the opportunity to obtain a promotion in their work environment. There were 67 enrolled, 3088.5 instructional hours with an average of 46 hours per student; 11) re-structuring of the GED curriculum to prepare for the implementation of GED®2014 (the lack of professional development, materials and alignment of TABE 9/10 with the new exam created challenges); 12) consistent post-testing with the adequate number of hours. Some instructors post-tested their students too soon; 13) excluding orientation hours from instructional hours; and 14) partnering with Workforce Development and Training to provide a 19 hour *employment readiness* work-based project at all four of our learning centers for the month of June. This work-based project was cancelled due to lack of interest and not enough time was allocated for advertising.

Although these changes are seemingly subtle, they have impacted staff because they have not been accustomed to consistent leadership, nor the focus on performance by examining data more closely. In the upcoming year, there will be a few more changes necessary for the program to shift its focus from headcount to performance such as: post-testing students at their lowest level, adhering to an attendance policy and monthly student follow-up.

## **Section I. Student Data**

This section collects information related to student participation.

1. Please indicate total student count (active enrolled)
2. Please indicate the number of instructional hours.
3. Please enter the total number of students on waitlist  
(Please breakdown by community)

2508
------

188588.98
-----------

N/A
-----


**Section I. Student Data (continued)**

Please enter the following information regarding student count/hours.

<b>Students with 12 hours or more</b>	
Total count of students with 12 + hours	2508
Total contact hours for students with 12 + hours	188588.98
Average contact hours for students with 12 + hours	75.19
Average contact hours for students experiencing level gains	125.24
Count of all HSE graduates with 12 + hours	122
Count of HSE en Español graduates with 12 + hours	65
Retention Rate (Divide Column B of Table 4b/Column B of Table 4)	.46

<b>Students with <i>less than</i> 12 hours</b>	
Total count of students with less than 12 hours	292
Total contact hours for students with less than 12 hours	1633.12
Count of all HSE graduates with less than 12 hours	15
Count of HSE en Español graduates with less than 12 hours	5

<b>All Students</b> (regardless of hours)	
Total student count	2800
Number of total instructional hours	190222.10

## **II. Fiscal and Budget Activities**

This section collects program information related to fiscal management.

1. Please enter the frequency with which you monitor your budget

- Semi-annually
- Quarterly
- Monthly (sometimes daily)
- Other

2. Please indicate your relationship with the State ABE Division Business Office

- 5 = Strong, Responsive
- 4 = Very Good
- 3 = Fair
- 2 = Inconsistent
- 1 = Weak, Unresponsive

Please enter any comments/requests related to fiscal services

## II. Fiscal and Budget Activities (continued)

Initial State Allocation Amount and Expenditures

Please indicate the amount of your program's initial STATE ALLOCATION.

840,479.00

Please indicate the amount that has been expended from the initial STATE ALLOCATION (to date).

836,376.51

Please indicate the OUTSTANDING BALANCE of STATE FUNDS

4,102.49

Initial Federal Allocation Amount and Expenditures

Please indicate the amount of your program's initial FEDERAL ALLOCATION.

356,039.00

Please indicate the amount that has been expended from the initial FEDERAL ALLOCATION (to date).

348,244.18

Please indicate the OUTSTANDING BALANCE of FEDERAL FUNDS

7,794.82

EL Civics Allocation Amount and Expenditures

Please indicate the amount of your program's initial EL CIVICS ALLOCATION

63,976.83

Please indicate the amount that has been expended from the initial EL CIVICS ALLOCATION

63,962.70

Please indicate the OUTSTANDING BALANCE of EL CIVICS FUNDS

1,413.00

**II. Fiscal and Budget Activities (continued)**

Instructional Materials Allocation

Please indicate the amount of your program's  
INSTRUCTIONAL MATERIALS ALLOCATION

47,888.45
-----------

Please indicate the amount of your program's  
INSTRUCTIONAL MATERIALS CARRY-OVER from  
previous year

2,680.33
----------

Please indicate the INTEREST EARNED on INSTRUCTIONAL  
MATERIALS funds

0
---

Please indicate the amount of RECOVERIES from  
LOST/DAMAGED/DESTROYED INSTRUCTIONAL  
MATERIALS

0
---

Please indicate the OUTSTANDING ENCUMBRANCES related  
to INSTRUCTIONAL MATERIALS

0
---

Please indicate the EXPENDITURES related to  
INSTRUCTIONAL MATERIALS

24,497.12
-----------

Please indicate the CASH BALANCE related to  
INSTRUCTIONAL MATERIALS

26,071.66
-----------

Program Income Activities

Please indicate the amount of PROGRAM INCOME generated  
from your program (this program year)

0
---

Please list the PROGRAM INCOME EXPENDITURES below:


**II. Fiscal and Budget Activities (continued)**



Total Program Expenditures

1. Please indicate the TOTAL EXPENDITURES

1,273,080.51

Cost per Student/Contact Hour

1. Please indicate the Cost per Student (ABE/ESL/EL Civics)

507.61

(Add State dollars + Federal Dollars spent / Total Number of Students with 12+ hours)

2. Please indicate the Cost per Contact Hour  
(ABE/ESL EL Civics)

6.75

(Divide Total Expenditures / Total Number of Contact Hours)

**III. Evaluation of Program Effectiveness**

This section collects program information related to program performance and demonstrated effectiveness.

Program Standards

- |  |                                     |
|--|-------------------------------------|
| 1. Please indicate your total NRS enrollment (from Table 4)  | <input type="text" value="2508"/>   |
| 2. Please indicate your program's overall level gains rate (Column H from Table 4)   | <input type="text" value="26.95%"/> |
| 3. Please indicate your program's attrition rate (Column F/B on Table 4)   | <input type="text" value="73%"/>    |
| 4. Please indicate your program's retention rate (number of students from Column B on Table 4 that are reported on Column B on Table 4B) | <input type="text" value="46%"/>    |
| 5. Please indicate your program's post-test rate (Column H from Table 4B)  | <input type="text" value="58.08%"/> |
| 6. Please indicate the number of annual goals met (to date)  | <input type="text" value="6"/>      |
| 7. Please indicate if you are submitting this program performance report by the deadline   |                                     |

Yes

No

**III. Evaluation of Program Effectiveness (continued)**

Program Effectiveness

1. Describe progress toward meeting 70% of annual goals 40% of overall level gains, and reducing attrition. Use data, graphs, or charts to highlight points. (1 page).

Measure	ABE Beg Lit	ABE Beg	ABE Low Int	ABE High Int	ASE Low	ASE High	ESL Beg Lit	ESL Low Beg	ESL High Beg	ESL Low Int	ESL High Int	ESL Low Adv	Achieved GED	Ent PSE	Ent Empl	Ret Empl
Annual State Target	43%	40%	38%	27%	28%	36%	48%	48%	38%	31%	13%	N/A	53%	42%	25%	45%
Annual Program Target	26	26	26	20	28	20	36	41	43	33	27	20	65	20	40	49
Program Met						30				34	27		100	100	92	
Program Not Met	22	17	14	12	21		33	35	36			14				43

For FY 2013-14, our program followed these STATE PROGRAM GOALS:

- a) Performance/ meet 70% of the negotiated annual targets - we met 37.5%
- b) Post –testing/meet 50% - we met 58%
- c) Level gains/meet 40% - we met 27%.
- d) Meet 20% or below attrition – we are at 73%. Our retention rate is 46%
- e) Meet 80% data accuracy – we met the following:  
 89% (October 2013 audit)  
 86% (February 2014 audit)  
 83% (April 2014 audit)
- f) Meet program reporting (including fiscal) requirements (and timelines - always met.

Since third quarter, we have doubled the number of annual goals met – achieved GED, Enter Post-Secondary Education and Enter Employment goals were met in the third quarter and the three additional ones in ASE High, ESL Low Intermediate and High Intermediate were met during the end of this FY; increased level gains from 18.80% to 26.95%; and experienced a significant rise in attrition, from 33% to 73%. Our program did not provide its typical summer session for the month of June which may have contributed to the rise in student inactivity after the end of the spring session in early May. However, in reviewing year end attrition rates for FY 2010-11 (70%), 2011-12 (70%), 2012-13 (58%) in which summer sessions were provided in June, this did not appear to significantly improve the attrition rates. The program may have

always experienced a high attrition rate but the focus was more on headcount rather than performance.

As we focus more on improving our performance by understanding and analyzing data, providing more student-centered instruction, post-testing after 40 or more hours in GED English/Spanish and 60 or more hours in ESL, helping students make level gains by concentrating on their weakest area, and more frequent follow-up, we expect the program will show improved performance.

2. Describe challenges and plans to correct program performance deficiencies, and any professional development used to improve program performance. Provide a short description and analysis of the trends or patterns based on the student data. For example, compare data across years, types of curricula, student demographics, and list the sites where the services were provided. (1 page).

The major challenge of our program is retaining students (and always has been). In evaluating past performance based on the State’s current program goals, our program has not been performing as indicated in the table below. This year our program experienced its lowest headcount and highest attrition rate and we are not sure what caused this to happen.

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Enrollment	3854	3886	3563	3256	3155	2508
Level Gains	24.34%	28.26%	26.92%	30.28%	33.06%	26.95%
Attrition	68%	72%	70%	70%	58%	73%
Retention	45%	46%	46%	49%	53%	46%
	1743	1800	1649	1602	1662	1164
Post-testing	53.47%	60.50%	57.43%	61.17%	62.76%	58.08%
Program	9/16	10/16	5/16	5/16	10/16	6/16
Targets	56%	63%	31%	31%	63%	38%

Plans are being implemented to correct performance deficiencies. These include:

1. All new/returning students are required to attend an orientation in which attendance is mandatory, and complete 12 hours prior to registering for classes. Hours are completed through workshops, tutoring or working independently in the computer lab.
2. Upon completion of 12 hours, students will automatically be registered for classes in LACES. No late registrations will occur.
3. Attendance will be mandatory and allow for 3 excused absences (per session) in the GED program and 5 excused absences in the ESL program. Students unable to adhere to this policy will be referred to the learning center for workshops, tutoring or the computer lab. They will be given the opportunity to attend the next session of classes.

4. Post-testing: GED English and Spanish require 40+ hours prior to post-testing  
ESL will require 60 hours prior to post-testing

An early post-test waiver signed by the ABE Director and placed in student file, will be allowed should it be necessary to test prior to 40+ hours of instruction.

The focus of post-testing will be to assure the student has the appropriate amount of hours to post-test in their lowest level with the goal of making a gain. If there is no level gain, this will help guide the instructor or tutor in appropriate action to help the student achieve a gain.

5. Monthly follow-up will occur to prevent losing students.
6. It is the program director's intention to have staff understand and analyze data on an ongoing basis to make interventions. LiteracyPro has been contracted to provide training in early FY 14-15.

At the end of May, 2014, the program contracted Albuquerque GED to provide a professional development activity for staff and instructors. The activity has been invaluable because it provided materials and helpful ideas and lesson plans for instruction in GED®2014. The greatest challenge and frustration with GED®2014 is the lack of instructional materials not published at the onset of the exam. In late July, our program received the recently published GED®2014 books in Spanish.

3. Describe program successes. Compare program performance between fiscal years, and provide explanations for differences in data, training received, student characteristics, retention, or administrative changes. Use data, graphs or charts to highlight points. (1 page).

-We understand what the problems are in our program and have outlined and begun to make corrections for FY 14-15 as previously indicated.

-All staff and tutors have become certified in NRS/LACES.

-There is consistent leadership in the program.

## **Section IV WIA Activities**

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena. If there is no relationship, please explain.

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

N/A

2. Please indicate the number of contact hours provided

N/A

3. Please provide an estimate of FEDERAL FUNDS used to support WIA related activities and services.

N/A

4. Is the program is represented on the Local Workforce Development Board (LWIB)?

Yes       No

Dr. Fred Owensby, Executive of Workforce Development & Training and ABE was appointed by Dr. Monica Torres, DACC Interim VP of Academic Affairs, to be a member of the Southwest Workforce Development Board. There have been no meetings and when the ABE Director inquired about participating on this board, she was informed that membership was based on the appointment of 1 representative from DACC.

5. If your program is not represented on the LWIB, please explain.

6. Describe the kind of services that are provided in collaboration with or through the local One-Stop.

They are providing the Workkeys program through December 2014.

## V. EL Civics Activities

For this section, if the program received EL Civics funding for 2013-14, please describe all successful EL Civics activities and services provided by the program..

(If your program does not provide EL Civics services, just indicate N/A).

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

1673

2. Please indicate the number of El Civics contact hours:

144.203.63

3. Please list the community partnerships involved in providing EL/Civics services:

- Families & Youth, Inc.
- La Casa Domestic Violence Center
- DACC Dental Hygiene Clinic
- Border Network and Community Action Agency
- Child Crisis Center
- Amanecer (provides counseling and therapy for low income individuals).
- Catholic Charities Legal Aid Service
- NM Department of Labor
- DACC Student Counseling Center
- DACC Job Squad
- The El Paso Holocaust Museum
- Camino Real Landfill
- New Mexico State University Visitors' Center
- New Mexico State University (NMSU) Museum and Art Gallery
- The Coas Bookstore in Las Cruces
- The New Mexico Farm and Ranch Museum
- Brannigan Library (Las Cruces)
- Anthony Public Library (Anthony)
- Doña Ana County Planning Department
- USCIS (United States Citizenship & Immigration Services)
- Immigrant Student Issues Committee, NMSU
- Las Cruces – Cesar Chavez and Sunrise Elementary Schools

4. What were the intended goals of the program?

**To build and expand the current infra-structure for the English Literacy/Civics Project for the Doña Ana Community College Adult Education, ESL Program. Expanded class offerings will include Low and High Beginning classes.**

- a. The ESL/Citizenship Coordinator continued to provide civic related trainings during mandatory in-services, and continues to mentor instructors. The coordinator

continues to provide updated civics lesson plans that augment the MALDEF curriculum, and continues to build upon the existing guest speaker list.

- b. Civics objectives have been built into the course content guides which are linearly aligned and were updated in June of 2011 to include our new assessment instrument, TABE CLAS-E, were disseminated to instructors and posted on Share-Point for online access. Additionally, all ABE information including course content guides, can be accessed through the DACC Share-Point site.
- c. EL/Civics activities were included in lessons plans for the Low and High Beginning level students across the program. The MALDEF curriculum was implemented and strongly supported by the EL/Civics components integrated into our textbook series, *Excellent English* which is used in levels Low Beginning through High Intermediate. *Academic Encounters* is used for Advanced ESL students and also includes EL/Civics related activities.
- d. The *Excellent English* series have made it possible to expand some EL/Civics activities into the lower levels beginning at the Low Beginning and High Beginning levels. Some civic activities at the Low Beginning level include completing a job application, participating in an interview, completing patient information forms, and finding housing in the community. At the High Beginning level EL/Civic activities include describing a lost child; understanding the U.S. educational system; completing a school registration form; using community resources such as the library, bank and post office; and communicating schedule information at home, school, and work. All of these activities at the lower levels build a platform from which we can easily segue into the MALDEF curriculum at the higher levels.

**To serve 500 Low Beginning to Advanced ESL learners at a minimum of five sites via intensive EL/Civics classes using TABE CLAS-E as the placement and post-assessment instrument.**

- a. Over 500 Low Beginning to Advanced learners were served at over 5 different sites. The placement and post-assessment instrument used was TABE CLAS-E.
- b. The ABE Division at DACC has made the complete transition from CASAS to TABE CLAS-E which has provided rich, detailed data in reading, writing, and listening. The results have translated to more effective advising which gives the students clear and tangible information that guides their individual studies, and will assist them in transitioning to higher education or the workplace. Weekly workshops were conducted for new students to interpret the data from their TABE CLAS-E results.

**Implement the EL/Civics program that consists of three clusters: (a.) Civil Rights, Democracy, and their relationship to the K-12 Educational System; (b.) Future Transitions-Career exploration and educational exploration; and, (c.) Civic Leadership as a tool to help in organizing community action for education.**



- a. Civil Rights, Democracy, and their relationship to the K-12 Educational System.

**The first 3 activities are foundational, recurring activities:**

- b. Participants learned about the rights and responsibilities of parents and students. Participants were given scenarios (i.e. possible learning disability, failing grades, bullying, truancy, etc.) and, they in turn, developed questions to be used in a parent-teacher (or parent-administrator) conference. They conducted mock conferences in which one participant was the parent and the other was the teacher or administrator. Each group presented their conferences in the class which gave their peers an opportunity to give feedback/advice. In a writing lesson, participants learned about the components of and the format of a formal letter. The writing assignment was to write a letter to their child's school explaining the nature of their child's absence. Participants engaged in group activities whereby they identified short and long term goals (examples: as a parent, worker, student, community member), established timelines for the goals and presented them to the class.
- c. In addition to learning about their rights and responsibilities as parents and their students, participants also learned about the higher educational system including their rights and responsibilities as college students. Each participant was issued a DACC student guide in which they learned about the various services available to them, and were taken on a guided tour of the campus. The participants are able to use the main student computer lab to conduct research and access interactive ESL sites.
- d. ***Duty or Responsibility*** is another ongoing activity used by instructors whereby participants engaged in an activity entitled in which they learned about certain duties and responsibilities that citizens are expected to carry out. Example: **Duties** are things we are required to do; if we fail to perform them, we are subject to legal penalties, such as fines or imprisonment. **Responsibilities**, on the other hand, are things we should do; they are obligations that we fulfill voluntarily. Participants were to match duties or responsibilities with the corresponding reading for example, "respect practices and traditions of others" would correspond to the reading from *Responsibility 5* entitled "Respect Diversity."
- e. Participants in this class researched the City of Las Cruces' website, learning about each of the departments. When researching the Police Department, the students learned about felonies, misdemeanors, how to talk to a police officer, and Miranda rights. They also took a trip to the Las Cruces Fire Department and learned how to use a fire extinguisher.
- f. Another ongoing activity in which critical thinking skills are challenged, is entitled, ***Fact or Opinion***. Participants were given the following statements and working in groups decided if they "agreed and why?" or "disagreed and why?":
  - a. Wal-Mart is a monopoly.
  - b. Competition is healthy for a business community.

- c. Profits should be the only priority or the highest priority in running a business.
  - d. Wal-Mart is guilty of human rights violations in their China factories.
  - e. Corruption is a normal part of human nature that can never be eliminated.
- g. Through an ongoing partnership with the USCIS (United States Citizenship and Immigration Services) regional field office located in El Paso, Texas we have been able to provide annual trainings to instructors and students. The trainings are facilitated by the ESL/Citizenship Coordinator with presentations and mock interviews by USCIS officers. The last training in May of 2014 was presented bilingually which was valuable for those individuals who are eligible to conduct the interview in their native Spanish.

The USCIS trainings included a very strong civics component and participants learned how to conduct a successful interview, prepare a complete portfolio, and what to expect at every step throughout the citizenship application process. After the presentation and mock interview, the officers allotted time to meet with individuals and answer their personal questions.

The instructors and students both expressed their heartfelt appreciation for the enlightening and informative trainings. In the May 2014 training, we had fifty-one (51) participants. The partnership will continue and plans are underway for future trainings, and additional trainings for community members.

- h. Participants engaged in an activity entitled *Preserving My Culture* whereby learners worked in groups and talked about what values were important to them in each of their respective cultures. They discussed different values such as community, faith, hard work, loyalty, honesty, tradition, patriotism, etc. Each group reported to the rest of the class. Another activity connected to this topic was *In My Culture It's Normal* (polite, impolite, rude, strange) where each group then discussed different gestures such as shaking hands when we meet someone for the first time; kissing on both cheeks when we greet or say goodbye to a friend; being a little late for work; etc., in all there were 19 different scenarios to address.
- i. Research Project: Participants researched topics such as water borne diseases, water cycle, cloud seeding, desalination, water conservation, global water shortages, drought, water wars, cost, global warming, over population, and food production. They documented their research on a large mural size paper which hung in the classroom.
- j. Most instructors used CAI (computer assisted instruction) whereby the learners used the computer for researching topics for projects; learning about different community services; problem solving; health issues; current events locally, nationally, and worldwide; as a tool to learn English independently through ESL websites; developing Power-point presentations; and, writing assignments.

## **Future Transitions – Career exploration and educational exploration.**

- a. Each semester The Job Squad (career placement services) at DACC visited classes and talked to the participants about the services that their office provides to DACC students. Services provided to students include resume and cover letter critiques; practice tips for a successful interview; eRecruiting training; workshops; and, using the software *Choices* to explore possible careers; and, social media etiquette. The participants were very interested and several visited the office for assistance.
- b. Participants were engaged in activities in which they used authentic materials to read and understand employment advertisements in both written and online mediums. They researched and discussed employment goal-setting, and how they needed to plan in order to achieve their goals. Participants learned to write resumes and composed their personal resumes using a computer. Participants discussed interview techniques, dressing for success, and ultimately conducted mock employment interviews. Participants learned what a job fair is; appropriate apparel for a job fair; what happens at a job fair; were provided a schedule of upcoming job fairs; and, then attended a job fair held at DACC.
- c. Participants learned where their local (New Mexico Department of Labor) NMDOL office was located, what to expect when they visited the office and what some of the services are for registered job seekers, and how to access the website. Participants became familiar with some of the esoteric vocabulary of employment and were visited by a speaker from the DOL.
- d. Participants learned about on-the-job rules, safety, and health protocol. They discussed possible health and safety hazards associated with various jobs; learned how to complete an employee accident report; and learned about worker's compensation and how that differs from regular health insurance.
- e. Participants attended transition workshops where they learned how to apply for entrance into college, apply for financial aid and how to develop a degree plan. Additionally, some guest speakers from admissions and financial aid visited off-site classes to help participants understand the college enrollment process for themselves and their children.
- f. ***Campus Scavenger Hunt***: This is a great activity that raised the students' awareness about and use of campus resources for supporting student success. It also built teamwork/community of learners where students got to know each other.

This activity was conducted after the students had a field trip to the NMSU and DACC campuses.

- g. Students at the ESL High Intermediate and Advanced levels joined advanced GED students in a WorkKeys class conducted every Friday from 8:00 AM to 12:00 PM in a computer lab. Workkeys is a job skills assessment system that measures skills which employers believe are critical to job success.

### **Civic Leadership as a tool to help in organizing community action for education.**

- a. An ongoing activity, using the MALDEF curriculum, students learned about the characteristics of successful leaders and facilitators. The participants learned and discussed how to plan and lead a meeting involving the following components: public speaking skills; project preparation; project presentation; leading discussions; fielding questions from the audience; and, utilization of a whiteboard to teach vocabulary and ideas from websites. Using what they learned, the students then planned and conducted their own meeting.
- b. Participants were given a tour of the Brannigan Library in Las Cruces, and the Anthony Public Library in Anthony. Participants were shown how to navigate the library, check out materials, and look for information online. The students were issued library cards, were given a list of recommended books, and assigned an activity in which they were to go to the library, locate and check out a book, and write a short report on the book.
- c. Guest Speakers included:
  - A representative from Families & Youth, Inc.
  - A representative from La Casa Domestic Violence Center
  - A representative from DACC Dental Hygiene Clinic
  - A representative from Border Network and Community Action Agency
  - A representative from The Child Crisis Center
  - A representative from Amanecer (provides counseling and therapy for low income individuals).
  - Representatives from Catholic Charities Legal Aid Service
  - Dr. Michael Banegas, Ph.D. from the DACC Student Counseling Center
  - Rosa DeLaTorre-Burmeister from The DACC Job Squad
- d. Fieldtrips included:
  - a. The El Paso Holocaust Museum
  - b. The Camino Real Landfill and a tour of the power plant that converts garbage to methane in order to fuel their electric power.
  - c. The Zuhl Collection at the New Mexico State University Visitors' Center
  - d. The New Mexico State University (NMSU) Museum and Art Gallery
  - e. The NMSU Barnes & Noble Bookstore
  - f. The Coas Bookstore in Las Cruces
  - g. The New Mexico Farm and Ranch Museum
- e. Additional student presentations included Health Literacy in which the students researched and presented (and filmed) information on health promotion, protection,

disease prevention, care and maintenance, and public awareness for the following diseases/conditions:

- i. Breast Cancer
- ii. Alzheimer's Disease
- iii. Alcoholism
- iv. Influenza
- v. HIV
- vi. High Cholesterol
- vii. Exercise
- viii. Symptoms and Treatments
- ix. Healthy Food
- x. How to Build Healthy Habits

Not only are these group presentations a great learning experience where the participants practice their English skills in front of their peers, it builds a community of learners, fosters mutual respect, and embraces diversity.

- f. Additional resources used by students for presentations and in-class instruction and discussion included *The Change Agent; Newsweek; The El Paso Times; Las Cruces Sun News; DACC Community Education Schedules; ABC National News; CNN News; Fox News; YouTube interviews/discussions; County Health Information Sheets; Community Interest Information Sheets; Internet; journals; magazines; and, webcam.*
- g. Students from several classes volunteered their services for the following activities:
  - a. DACC's Job Squad's job fair
  - b. The Roadrunner Food Distribution (a monthly activity)

### **Project Coordinator captures data to determine project success.**

The ESL/Citizenship Coordinator gathered data from the instructors and maintained communication with them throughout the year, providing support and additional information to augment their instructional endeavors. The coordinator also visited classes to observe guest speakers, and student presentations.

When we initially introduced the EL/Civics component, it took time for research, training, instructor guidance, and monitoring outcomes. Now, as the EL/Civics curriculum is interwoven into the overall ESL curriculum and writing, reading, listening, vocabulary and grammar skills are integrated into the lessons, EL /Civics has become part of the fabric of our program that helps build communities of learners and celebrates their diversity.

Artifacts such as original writings, reports, posters, PowerPoint presentations, and photographs are stored in the office of the ESL/Citizenship Coordinator and are available upon request.

5. What challenges were encountered?

The program is strong enough and well developed that it experiences minimal challenges. Scheduling guest speakers is the extent of its challenges at this time.

6. Describe any highlights or special achievements of the program.

*Extensive highlights/achievements have been addressed in question 4. – intended goals of the program.*

## **VI. Other Activities**

For this section, please indicate the program's activities in the following areas (if applicable):

✓ Does the program provide Family Literacy services?

Yes       No

The program partners with Las Cruces Public Schools to provide such services.

✓ Is the program involved in Health Literacy services for students?

Yes       No

The Literacy program received funding to purchase health literacy materials in English and Spanish used to enhance reading skills. These materials are located at each of the ABE learning centers.

✓ Is the program involved in Financial Literacy services for students?

Yes       No – however, the college offers these workshops and our students are referred to them.

✓ Does the program provide services to Institutionalized Adults?  
(Please indicate Federal funds spent)

Yes       No      \$\$Federal Funds spent

0
---

Our program partners with the Otero County Detention Center (MTC). We provide books, materials and training. Recently, the detention center separated federal and state inmates in which the federal inmates are not mandated to attend classes whereas the state inmates are. We work with the federal inmates which have not favorably impacted our numbers. The attrition rate is 87%. We will be examining the value of this partnership.

✓ Is the program involved with TANF-ABE?

Yes       No

✓ Does the program serve Distance Education students?

Yes       No – we discontinued distance education in January, 2014.

✓ Does the program provide Workplace Literacy services?

Yes       No

## VII. Professional Development

Please list the professional development activities in which your program participated (including whether they were in-state, out-of-state, or within your institution):

Please list your program's participation in professional development activities that were provided IN-STATE.

Distance Education Pilot Training  
New Mexico Adult Education Association State Conference  
Director's Meeting (Santa Fe, SIPI, Albuquerque)  
State Advisory Council Orientation

Please  
list  
your  
progra  
m's  
partici  
pation  
in

professional development activities that were provided OUT-OF-STATE.

N/A

## **VII. Professional Development (continued)**



Please list your program's participation in professional development activities that were provided WITHIN YOUR INSTITUTION OR ORGANIZATION.

NRS/LACES Training and Certification  
 NM Network Initiative (State agencies that provide services for the disabled)  
 TABE CLAS-E training for ESL Instructors at Otero County Prison  
 Board Development Workshop Series – Community Foundation of Southern New Mexico  
 Edmentum/PLATO 2 Training  
 Distance Ed Pilot Training  
 Academic Leadership Team Workshop – *A Clear Standard for Success*  
 New Teacher Orientation (GED)  
 KeyTrain teacher training  
 GED 2014 Webinar (Edmentum)  
 Grant Writing Course (Beginning and Intermediate)  
 Teaching Writing to Spanish-English Multilingual Student  
 NMSU Teaching Council Training  
 Disabilities Collaborative Meeting  
 Border Student Issues (NMSU Immigrant Student Issues Committee)  
 Helping Your Students Increase Writing Fluency webinar by Mary Ann Corley  
 Literacy Day and Month presentation (Las Cruces City Hall)  
 “STEM to Steam, Literacy Across the Disciplines workshop by NMSU Teaching Academy  
 NRS: Use of data in the classroom  
 TABE GED 2014 (McGraw Hill webinar)  
 TABE Online  
 Academic Leadership Retreat  
 CANVAS Instructor Certification  
 TABE CLAS E Certification  
 ABE Coordinator’s Meeting facilitated by Frances Bannowsky  
 Resistance to Persistence facilitated by Albuquerque GED  
 Art of Listening – NMSU Teaching Academy  
 Speaking Circle – NMSU Teaching Academy  
 Fire Extinguisher Training  
 Strategies for Promotion – Teaching Academy  
 Pronunciation Workshop  
 Mango Languages Demonstration  
 New Mexico Network Initiative – DACC (state agencies that provide services for the disabled)  
 USCIS Citizenship Presentation  
 CAMPUS Sexual Violence Elimination Act (SaVE)- NMSU  
 Time Management webinar  
 Ten Stress Management Tips webinar

**VII. Professional Development (continued)**

Please add any comments related to professional development activities. Please include the top three choices of professional development activities

ties that you would like to see provided by the State ABE Division.

Professional development activities are lacking.

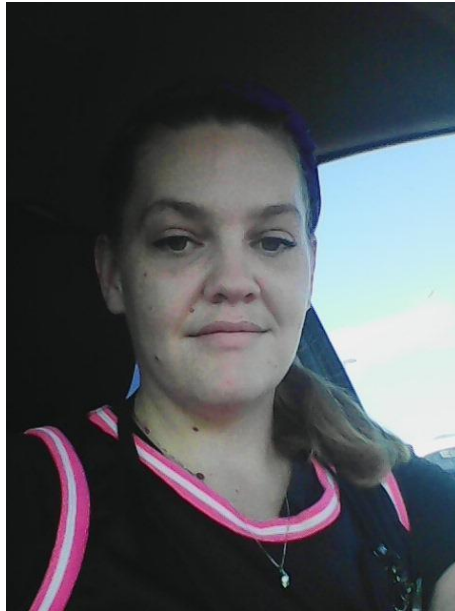
#### Work-Based Projects

GED®2014 curriculum development/lesson plans

Best Practices in NM ABE Programs

Optional:

- Student picture (and accompanying bio/story of a recent success story in your program). Please be sure to have the student sign an information release, as this information may be used in State or Legislative Awareness marketing activities.



Aislinn Clem is 29 years old, married and the mother of 2 children. In May 2014, she was successful in obtaining the new GED®2014. She dropped out of high school at 17 (during her senior year) because she was bored with school. She is currently employed as a customer service representative for a call center in Las Cruces and mentioned that she applied prior to having her high school equivalency diploma but didn't get the job because of this and after applying again with her GED, she was successful.

Aislinn entered our ABE program in November 2007 and pre-tested into a low ASE level, post-tested at the end of the FY, made a level gain, and did not return to the program again until February 2014. After testing, she re-entered the program at a high ASE level, ready and willing to do what was necessary to obtain her high school credential. She said that taking classes worked better for her rather than working independently as she had done previously, because she recognized her need for structure. When asked about the GED®2014, Aislinn said

science was the most challenging for her because she has a tendency to overthink questions other than this, she did not feel the test was too difficult. She loves to type and the *clickety-click* sound of the keyboard helps her focus, and has always been an avid reader. In addition, she has a passion for writing (her 9 year old son has inherited this passion as well) and is currently writing a novel about time travel. She is delaying her plans to attend college because of her recent employment with the call center, but will do so in the near future.

Does your program have any relationship with a legislator (describe).

N/A

Describe specific support or technical assistance needed from the State Office

- 1) Table 5 is very confusing. The program would like to know how it gets populated because it appears that the number of participants in the cohort do not accurately reflect the number of participants achieving the outcome. The results seem skewed.
- 2) Clearer program expectations and guidelines

## **VIII. Cost Survey**

This section collects information that will help the State ABE Division determine the actual cost of providing Adult Education services in New Mexico. This information **ONLY PERTAINS TO ALL FINANCIAL SOURCES OTHER THAN NMHED ABE ALLOCATIONS.**

### DIRECT ORGANIZATIONAL/INSTITUTIONAL SUPPORT COSTS

- |  |           |
|--|-----------|
| 1. Please indicate the amount of ABE Administration costs<br>(ABE Personnel costs)         | 27,702.91 |
| 2. Please indicate the amount of ABE Faculty costs<br>(ABE Personnel costs)                | 0         |
| 3. Please indicate the amount of ABE Classroom Aides/Tutors costs<br>(ABE Personnel costs) | 0         |
| 4. Please indicate the amount of ABE Data Technicians costs<br>(ABE Personnel costs)       | 0         |
| 5. Please indicate the amount of ABE Secretarial/Clerical costs<br>(ABE Personnel costs)   | 34,845.92 |
| 6. Please enter the amount of Other costs<br>(ABE Personnel costs)                         | 0         |

ABE Operating Costs

- |  |           |
|--|-----------|
| 1. Please indicate the amount of Instructional Materials/Supplies costs<br>(ABE Operating costs) | 146.10    |
| 2. Please indicate the amount of Office Supplies costs<br>(ABE Operating costs)                  | 6,020.29  |
| 3. Please indicate Services costs<br>(ABE Operating costs)                                       | 40,026.18 |
| 4. Please indicate Travel costs<br>(ABE Operating costs)   | 2,818.87  |
| 5. Please indicate Other costs<br>(ABE Operating costs)  | 0         |

**VIII. Cost Survey (continued)**

ABE Operating Costs (continued)

6. Please indicate the amount of Equipment purchased  
(ABE Operating costs)

(List items along with associated costs)

	0

7. Please indicate the amount of Other costs  
(ABE Operating costs)

0

Donations

1. Please indicate annual hours contributed – Volunteer Tutors  
(1:1 Tutors)

8,991.00

2. Please indicate annual hours contributed – Volunteer Admin  
(Receptionist/Front Desk)

0

3. Please indicate annual hours contributed – Volunteer Vista  
(Capacity Building)

0

4. Please indicate annual hours contributed – Board of Directors  
(Organizational Development)

0

**VIII. Cost Survey (continued)**

Supplies, Materials and Equipment Donated

1. Please indicate value of library donations  
(e.g., books)

0

2. Please indicate value of student miscellaneous donations

0

(optional items)

INDIRECT (IN-KIND) INSTITUTIONAL CONTRIBUTIONS

Please estimate the annual 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        | 25,219 |
| 2. Please indicate value per square foot of donated space | 5.43   |

Alternate option:

Please indicate institution's building renewal and replacement allocation (Please cite the source document for the amount)	N/A
---	-----

--

- |   |        |
|---|--------|
| 3. Please indicate IT infrastructure and support cost               | 25,169 |
| 4. Please indicate number of IT infrastructure and support stations | 140    |

**VIII. Cost Survey (continued)**

INDIRECT (IN-KIND) INSTITUTIONAL CONTRIBUTIONS (continued)

- |  |     |
|--|-----|
| 5. Please indicate instructional materials (not provided by NMHED) | 0   |
| 6. Please indicate mileage between sites                           | 198 |

R/T from main campus to Gadsden = 44 miles

Chaparral = 72 miles

Sunland Park = 82 miles

7. Please indicate cost per mile between sites

56.5
------

Other Sources of Support

Additional grants, funding from partnerships, literacy program contributions, etc.

1. Please list other sources of support and their contributions

Dollar General	6,000
Wolslager	20,000

Please enter any additional comments that you have regarding program performance, program support or technical assistance.

N/A

Attachments:

List of communities/program sites and number of 12+ hours served in each community:

4 learning centers located at a DACC campus in Doña Ana County

- Quintana Learning Center in Las Cruces – 908/12+ hours served
- Gadsden Learning Center in Anthony – 366/12+ hours served

- Chaparral Learning Center in Chaparral – 268/12+ hours served
- Sunland Park Learning Center in Sunland Park – 528/12+ hours (because of its proximity to El Paso, this center also serves students residing in El Paso County. 40%+ of its students are from El Paso.)

2 sites

- Mesquite Neighborhood Learning Center – 320/12+ hours served
- Hatch – 60/12+ hours served

Otero County Detention Center – 53/12+ hours served

The program does not have a waitlist.

Teacher Qualifications:

There are a total of 40 instructors in our ABE program. 7 are FT employees and 33 are hired as PT instructors.

- 3 teachers have a doctorate degree
- 21 teachers have a master's degree
- 12 teachers have a bachelor's degree
- 3 teachers have an associate's degree
- 1 teacher has a law degree from Mexico

Data Technicians Certifications:

- FERPA
- LACES/NRS

Staff Assessments Certification:

- Lora Ross – TABE, TABE CLAS E, CASAS, GAIN
- Dave Reiff – TABE, TABE CLAS E
- Deb McCormick – TABE, CLAS E
- Don Dutton – TABE
- Susan Yasenka – TABE



- Christy Roye – TAFE, TAFE CLAS E
- Selma Saenz – TAFE, TAFE CLAS E
- Teresa Palacios – TAFE, TAFE CLAS E
- Bonnie Martinez – TAFE, TAFE CLAS E
- Daniela Miranda-Tellez – TAFE, TAFE CLAS E
- Barbara Robinson – TAFE, TAFE CLAS E
- Rocio Villareal – TAFE, CLAS E
- Guillermina Alvidrez – TAFE. TAFE CLAS E

Time and Effort Reports are on file with our institution.

NRS Tables are attached.

STATE OF  
New MexicoSCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana BranchProgram Year: 2013-2014  
Period Covered: 07/01-06/30**Table 1**

Participants by Entering Educational Functioning Level, Ethnicity, and Sex

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

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beg Lit	2	0	1	4	0	0	22	15	0	0	5	5	0	0	<b>54</b>
ABE Beg B Ed	1	2	1	1	4	4	90	79	0	0	4	3	0	1	<b>190</b>
ABE Int Low	3	3	1	1	7	2	90	125	0	1	9	12	0	0	<b>254</b>
ABE Int High	2	2	0	0	0	0	99	126	0	0	10	13	0	1	<b>253</b>
<b>ABE total</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>301</b>	<b>345</b>	<b>0</b>	<b>1</b>	<b>28</b>	<b>33</b>	<b>0</b>	<b>2</b>	<b>751</b>
ASE Low	1	1	0	1	2	0	21	24	0	0	3	6	1	1	<b>61</b>
ASE High	0	0	0	1	0	0	6	6	0	0	7	3	0	0	<b>23</b>
<b>ASE total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>27</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>84</b>
ESL Beg Lit	0	0	2	6	1	0	158	449	0	0	0	5	0	1	<b>622</b>
ESL Low Beg	0	0	2	6	1	0	66	217	0	0	0	0	1	0	<b>293</b>
ESL High Beg	0	0	1	11	0	0	80	212	0	0	2	2	0	0	<b>308</b>
ESL Int Low	0	0	1	6	0	0	53	170	0	0	0	3	0	0	<b>233</b>
ESL Int High	0	0	1	7	0	0	44	93	0	0	0	7	0	0	<b>152</b>
ESL Adv	0	0	3	8	0	0	13	40	0	0	0	1	0	0	<b>65</b>
<b>ESL total</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>44</b>	<b>2</b>	<b>0</b>	<b>414</b>	<b>1181</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>1673</b>
<b>TOTAL</b>	<b>9</b>	<b>8</b>	<b>13</b>	<b>52</b>	<b>15</b>	<b>6</b>	<b>742</b>	<b>1556</b>	<b>0</b>	<b>1</b>	<b>40</b>	<b>60</b>	<b>2</b>	<b>4</b>	<b>2508</b>

OMB Number 1830-0027, Expires 8/31/14.

\*A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

\*\*See definitions for educational functioning levels.

\*\*\* See definitions of race/ethnicity categories and examples that demonstrate how to report them. A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. If a student does not self-identify a race/ethnicity, the program must use observer identification.

STATE OF  
New MexicoSCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana BranchProgram Year: 2013-2014  
Period Covered: 07/01-06/30**Table 2**

Participants by Age, Ethnicity, and Sex

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

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16-18	3	1	0	1	1	0	106	95	0	0	9	6	1	2	225
19-24	2	3	2	6	5	2	172	187	0	0	10	15	0	0	404
25-44	4	4	7	34	7	2	278	710	0	1	14	33	0	1	1095
45-59	0	0	4	10	2	1	143	466	0	0	6	6	0	0	638
60 and Older	0	0	0	1	0	1	43	98	0	0	1	0	1	1	146
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>	<b>52</b>	<b>15</b>	<b>6</b>	<b>742</b>	<b>1556</b>	<b>0</b>	<b>1</b>	<b>40</b>	<b>60</b>	<b>2</b>	<b>4</b>	<b>2508</b>

\*Participants should be classified based on their age at 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. Work-based project learners are not included in this table.

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

The totals in Columns B - O should equal the totals in Column B - O of Table 1. Row totals in Column P should equal corresponding column totals in Table 3.

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New MexicoSCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana BranchProgram Year: 2013-2014  
Period Covered: 07/01-06/30

**Table 3**  
Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	Total (G)
Adult Basic Education	161	224	287	68	11	<b>751</b>
Adult Secondary Education	21	27	33	3	0	<b>84</b>
English-as-a-Second Language	43	153	775	567	135	<b>1673</b>
<b>TOTAL</b>	<b>225</b>	<b>404</b>	<b>1095</b>	<b>638</b>	<b>146</b>	<b>2508</b>

The total in Column G should equal the total in Column N of Table 1 for Program Years 2008-09 and 2009-10. The total in Column G should equal the total in Column P of Table 1 beginning Program year 2010-2011.

The total in Columns B - F should equal the totals for the corresponding rows in Column N of Table 2 and the total in Column N of Table 1 for Program Years 2008-09 and 2009-10. The total in Columns B - F should equal the total for the corresponding rows in Column P of Table 2 beginning Program Year 2010-2011.

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New MexicoSCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana BranchProgram Year: 2013-2014  
Period Covered: 07/01-06/30**Table 4 (for use beginning Program Year 2013)****Educational Gains and Attendance by Educational Functional Level**

Enter number of participants for each category listed, total attendance hours, and calculate percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	54	2727.81	12	10	42	0	22.22%
ABE Beginning Basic Education	190	11222.07	33	30	156	1	17.37%
ABE Intermediate Low	254	13779.52	35	30	219	0	13.78%
ABE Intermediate High	253	12764.45	30	27	223	0	11.86%
ASE Low	61	2937.25	13	11	48	0	21.31%
ASE High *	23	954.25	7	0	15	1	30.43%
ESL Beginning Literacy	622	47958.23	204	184	418	0	32.80%
ESL Low Beginning	293	28220.88	103	93	189	1	35.15%
ESL High Beginning	308	26123.72	110	99	198	0	35.71%
ESL Intermediate Low	233	23712.10	79	71	154	0	33.91%
ESL Intermediate High	152	13237.18	41	37	111	0	26.97%
ESL Advanced	65	4951.52	9	0	56	0	13.85%
<b>TOTAL</b>	<b>2508</b>	<b>188588.98</b>	<b>676</b>	<b>592</b>	<b>1829</b>	<b>3</b>	<b>26.95%</b>

The total in Column B should equal the total in Column N of table 1 for Program Years 2008-09 and 2009-10. The total in Column B should equal the total in Column P of Table 1 beginning Program Year 2010-2011.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in column H is calculated using the following formula:  $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

\* Completion of ASE high level is attainment of a secondary credential or passing GED tests.

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New MexicoSCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana BranchProgram Year: 2013-2014  
Period Covered: 07/01-06/30**Table 4B (for use beginning Program Year 2013)****Educational Gains and Attendance for Pre- and Posttested Participants**

Enter number of pre- and posttested participants for each category listed, calculate percentage of posttested participants completing each level, and enter total attendance hours for posttested completion.

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	14	1719.67	12	10	2	0	85.71%
ABE Beginning Basic Education	68	7866.80	33	30	34	1	48.53%
ABE Intermediate Low	79	8377.79	35	30	44	0	44.30%
ABE Intermediate High	80	7577.35	30	27	50	0	37.50%
ASE Low	21	1844.20	13	11	8	0	61.90%
ASE High*	12	780.00	7	0	4	1	58.33%
ESL Beginning Literacy	298	37234.56	204	184	94	0	68.46%
ESL Low Beginning	159	23572.11	103	93	55	1	64.78%
ESL High Beginning	167	21145.36	110	99	57	0	65.87%
ESL Intermediate Low	149	21040.71	79	71	70	0	53.02%
ESL Intermediate High	90	11034.64	41	37	49	0	45.56%
ESL Advanced	27	3585.78	9	0	18	0	33.33%
<b>Total</b>	<b>1164</b>	<b>145778.97</b>	<b>676</b>	<b>592</b>	<b>485</b>	<b>3</b>	<b>58.08%</b>

Include in this table only students who are both pre- and posttested.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in column B.

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in column H is calculated using the following formula:  $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

\* Completion of ASE high level is attainment of a secondary credential or passing GED tests.

STATE OF  
New MexicoSCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana BranchProgram Year: 2013-2014  
Period Covered: 07/01-06/30**Table 4C****Educational Gains and Attendance for Participants in Distance Education**

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled in Distance Education (B)	Total Estimated and Actual Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	0	0.00	0	0	0	0	0.00%
ABE Beginning Basic Education	0	0.00	0	0	0	0	0.00%
ABE Intermediate Low	1	23.00	0	0	1	0	0.00%
ABE Intermediate High	1	40.30	1	1	0	0	100.00%
ASE Low	0	0.00	0	0	0	0	0.00%
ASE High*	0	0.00	0	0	0	0	0.00%
ESL Beginning Literacy	0	0.00	0	0	0	0	0.00%
ESL Low Beginning	0	0.00	0	0	0	0	0.00%
ESL High Beginning	0	0.00	0	0	0	0	0.00%
ESL Intermediate Low	0	0.00	0	0	0	0	0.00%
ESL Intermediate High	0	0.00	0	0	0	0	0.00%
ESL Advanced	0	0.00	0	0	0	0	0.00%
<b>Total</b>	<b>2</b>	<b>63.30</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>50.00%</b>

Include in this table only students who are counted as distance education students.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in column B.

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in column H is calculated using the following formula:  $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

\* Completion of ASE high level is attainment of a secondary credential or passing GED tests.

STATE OF  
New Mexico

SCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana Branch

Program Year: 2013-2014  
Period Covered: 07/01-06/30

**Table 5 (for use beginning Program Year 2012):**

**Core Follow-up Outcome Achievement**

e th Core Followup Outcome Measures	M o d	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	Number of Participants Responding to Survey or Available for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome (Unweighted)	Number of Participants Achieving Outcome (Weighted)	Percent Achieving Outcome (Weighted)
(A)		(B)	(C)	(D)	(E)	(F)	(G)	(H)
Entered Employment *	U	240	N/A	36	15.00%	33	220	91.67%
	R							
	C							
Retained Employment	U							
	R	184	N/A	129	70.11%	56	80	43.41%
	C							
Obtained a GED or Secondary School Diploma ***	U							
	R	157	N/A	40	25.48%	40	157	100.00%
	C							
Entered Postsecondary Education or Training - current program year****	U							
	R	492	N/A	35	7.11%	35	492	100.00%
	C							
Entered Postsecondary Education or Training - prior program year****	U	94	N/A	90	95.74%	6	6	6.67%
	R							
	C							

U = Universe cohort; programs attempted to collect data for all eligible participants either by survey, data match or both  
 R = Representative cohort; programs attempted to collect data for a representative subset of eligible participants  
 C = Combined universe and representative cohort totals; these numbers will be calculated automatically by OVAE's data system

**Instructions for Completing Table 5**

Note: All shaded columns (E, G, and H) and rows for cohort totals will be calculated automatically by OVAE's data system.

\* Report in Column B the number of participants who were unemployed at entry and in the labor force who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

\*\* Report in Column B: (1) the number of participants who were unemployed at entry and who were in the labor force who exited during the program year and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who exited during the program year.

\*\*\* Report in Column B the number of participants who (1) took all five subject area GED tests or (2) were enrolled in adult high school at the high ASE level or (3) were enrolled in the assessment phase of the EDP, who exited during the program year.

\*\*\*\* Report in Column B the number of participants who (1) have earned a GED or high school diploma, or (2) have a secondary credential at entry, or (3) are enrolled in a class specifically designed for transitioning to community college, who exited during the program year. Enter the number of these participants who enrolled during the current program year in the row labeled current program year. Enter the number of these participants who enrolled during the program year immediately prior to the current year in the row labeled prior program year. However, this row is not to be completed until the PY 2013 report. Leave blank for PY 2012 reporting.

For Columns B through D and Column F, enter the information separately for programs that attempted to collect data from all eligible participants in each cohort (i.e., the universe cohort) and for programs that used representative cohorts. The first row for each follow-up outcome measure should be used to report information based on universe cohorts, and the second row should be used to report information based on representative cohorts. If no programs used representative cohorts, the "R" rows should be left blank.



If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = Column D / Column B, for programs used universe cohorts. For programs using representative cohorts, Column E = Column D / Column c.

Column H is the number in Column G divided by the number in Column B. Column H should never be greater than 100 percent. If the response rate is less than 50 percent (Column E) for universe cohorts or less than 70 percent for representative cohorts, then the data system will not return a valid percent in Column H.

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New Mexico

SCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana Branch

Program Year: 2013-2014  
Period Covered: 07/01-06/30

**Table 5A (for use beginning Program Year 2012)**

**Core Follow-up Outcome Achievement for Participants in Distance Education**

Method Core Followup Outcome Measures (A)	Method Code (M)	Number of Participants in Cohort (B)	Number of Participants Used for Representative Cohort (C)	Number of Participants Responding to Survey or Available for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (Unweighted) (F)	Number of Participants Achieving Outcome (Weighted) (G)	Percent Achieving Outcome (Weighted) (H)
Entered Employment *	U R	0	N/A N/A	0	0.00%	0		
Retained Employment **	U							
	R							
Obtained a GED or Secondary School Diploma ***	C	1	N/A	0	0.00%	0		
	U R							
Entered Postsecondary Education or Training - current program year****	C	2	N/A	2	100.00%	2		
	U R							
Entered Postsecondary Education or Training - prior program year****	C	2	N/A	0	0.00%	0		
	U R							
	C	0		0	0.00%	0		

U = Universe cohort; programs attempted to collect data for all eligible participants either by survey, data match or both  
 R = Representative cohort; programs attempted to collect data for a representative subset of eligible participants  
 C = Combined universe and representative cohort totals; these numbers will be calculated automatically by OVAE's data system

**Include in this table only students who are counted as distance education students.**

**Follow the same instructions for Completing Table 5 to complete Table 5a, repeated below.**

Note: All shaded columns (E, G, and H) and rows for cohort totals will be calculated automatically by OVAE's data system.

\* Report in Column B the number of participants who were unemployed at entry and in the labor force who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

\*\* Report in Column B: (1) the number of participants who were unemployed at entry and who were in the labor force who exited during the program year and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who exited during the program year.

\*\*\* Report in Column B the number of participants who (1) took all five subject area GED tests or (2) were enrolled in adult high school at the high ASE level or (3) were enrolled in the assessment phase of the EDP, who exited during the program year.

\*\*\*\* Report in Column B the number of participants who (1) have earned a GED or high school diploma, or (2) have a secondary credential at entry, or (3) are enrolled in a class specifically designed for transitioning to community college, who exited during the program year. Enter the number of these participants who enrolled during the current program year in the row labeled current program year. Enter the number of these participants who enrolled during the program year immediately prior to the current year in the row labeled prior program year. However, this row is not to be completed until the PY 2013 report. Leave blank for PY 2012 reporting.

For Columns B through D and Column F, enter the information separately for programs that attempted to collect data from all eligible participants in each cohort (i.e., the universe cohort) and for programs that used representative cohorts. The first row for each follow-up outcome measure should be used to report information based on universe cohorts, and the second row should be used to report information based on representative cohorts. If no programs used representative cohorts, the "R" rows should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = Column D / Column B, for programs used universe cohorts. For programs using representative cohorts, Column E = Column D / Column c.

Column H is the number in Column G divided by the number in Column B. Column H should never be greater than 100 percent. If the response rate is less than 50 percent (Column E) for universe cohorts or less than 70 percent for representative cohorts, then the data system will not return a valid percent in Column H.

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New MexicoSCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana BranchProgram Year: 2013-2014  
Period Covered: 07/01-06/30

**Table 6 (for use beginning Program year 2012)**  
Participant Status and Program Enrollment

Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program (A)	Number (B)	
Disabled	35	
Employed	825	
Unemployed	1023	
Not in Labor Force	660	
On Public Assistance	806	
Living in Rural Area*	1151	
Highest Degree or Level of School Completed ***	US Based Schooling	Non-US Based Schooling
No schooling	5	9
Grades 1-5	6	99
Grades 6-8	111	380
Grades 9-12 (no diploma)	770	745
High School Diploma or alternate credential	34	106
GED	117	1
Some college, no degree	6	38
College or professional degree	6	65
Unknown	0	1
Program Type		
In Family Literacy Program**	7	
In Workplace Literacy Program**	0	
In Program for the Homeless**	10	
In Program for Work-based Project Learners**	0	
Institutional Programs		
In Correctional Facility	54	
In Community Correctional Program	0	
In Other Institutional Setting	0	
Secondary Status Measures (Optional)		
Low Income	292	
Displaced Homemaker	15	
Single Parent	514	
Dislocated Worker	54	
Learning Disabled Adults	19	

\*Rural areas are places with less than 2,500 inhabitants and located outside urbanized areas.

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

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

OMB Number 1830-0027, Expires 8/31/14.



**For reporting completion of Educational Functioning Level:**

\* Report in Column B for this row all family literacy program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column H for this row using the following formula:  $H = \text{Column F} / \text{Column B}$

**For reporting Followup Measures:**

Follow instructions for completing Table 5 to report these outcomes. However, include only family literacy program participants in Table 8.

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."

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New Mexico

SCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana Branch

Program Year: 2013-2014  
Period Covered: 07/01-06/30

**Table 9**

**Outcomes for Adults in Workplace Literacy Programs (Optional)**

Method Core Followup Outcome Measures (A)	Mode (B)	Number of Participants in Cohort (B)	Number of Participants Used for Representative Cohort (C)	Number of Participants Responding to Survey or Available for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (Unweighted) (F)	Number of Participants Achieving Outcome (Weighted) (G)	Percent Achieving Outcome (Weighted) (H)
Completed an Educational Functioning Level*								
Entered Employment *	U		N/A		0.00%			
	R							
Retained Employment	U							
	R							
Obtained a GED or Secondary School Diploma	U		N/A		0.00%			
	R							
Entered Postsecondary Education or Training - current program year	C		N/A		0.00%			
	U		N/A		0.00%			
Entered Postsecondary Education or Training - prior program year	R							
	C							
For reporting completion of Educational Functioning Level:	U		N/A					
	R							
	C							

\* Report in Column B for this row all workplace literacy program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column G for this row using the following formula: G = Column F / Column D

**For reporting Followup Measures:**

Follow instructions for completing Table 5 to report the outcomes. However, include only workplace literacy program participants in Table 9.

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New Mexico

SCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana Branch

Program Year: 2013-2014  
Period Covered: 07/01-06/30

**Table 10**  
Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Outcome Measures (A)	Mode (M)	Number of Participants in Cohort (B)	Number of Participants Used for Representative Cohort (C)	Number of Participants Responding to Survey or Available for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (Unweighted) (F)	Number of Participants Achieving Outcome (Weighted) (G)	Percent Achieving Outcome (Weighted) (H)
Completed an Educational Functioning Level*								
Entered Employment *	U R	54				7		
	C	1	N/A N/A	0	0.00%	0		
Retained Employment	U R							
	C							
Obtained a GED or Secondary School Diploma	U R C	0	N/A	0	0.00%	0		
Entered Postsecondary Education or Training - current program year	U R C	2	N/A	0	0.00%	0		
Entered Postsecondary Education or Training - prior program year	U R C	10	N/A	0	0.00%	0		
		0		0		0		
<b>For reporting completion of Educational Functioning Level:</b>								
* Report in Column B for this row all workplace literacy program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.								

Compute Column G for this row using the following formula: G = Column F / Column B

**For reporting Followup Measures:**

Follow instructions for completing Table 5 to report the outcomes. However, include only correctional educational program participants in Table 10.

OMB Number 1830-0027, Expires 8/31/14.



STATE OF  
New MexicoSCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana BranchProgram Year: 2013-2014  
Period Covered: 07/01-06/30**Table 11**  
Secondary Outcome Measures (Optional)

Enter the number of participants for each of the categories listed.

Secondary Outcome Measures (A)	Number of Participants (B)	Number of Participants Obtaining Outcome (C)	Percentage Achieving Outcome (D)
Achieved Work-Based Project Learning Goal	0	0	0.00%
Left Public Assistance	387	0	0.00%
Achieved Citizenship Skills	114	6	5.26%
Increased Involvement in Children's Education*	2	0	0.00%
Increased Involvement in Children's Literacy Activities*	6	0	0.00%
Voted or Registered To Vote	68	0	0.00%
Increased Involvement in Community Activities	1136	9	0.79%

Each row total in column D is calculated using the following formula: D = Column C / Column B

\* Enter the total number of participants who achieved this goal regardless of whether the participant was in a family literacy program. Use Table 8 to enter achievements of family literacy participants. The number reported here may be higher than reported in Table 8 because it includes all participants who achieved this goal.

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New Mexico

SCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana Branch

Program Year: 2013-2014  
Period Covered: 07/01-06/30

**Table 12 (Optional)**

**Work-based Project Learners by Age, Ethnicity, and Sex**

Enter the number of work-based project learners by age\*, ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Only participants designated as work-based project learners should be included in this table. These participants should not be included in Tables 1 - 5. The total in Column N should equal the number of work-based project learners reported in Table 6.

\*Participants should be classified based on their age at entry.

OMB Number 1830-0027, Expires 8/31/14.

STATE OF  
New Mexico

SCHOOLDISTRICT / AGENCY  
NMSU-Dona Ana Branch

Program Year: 2013-2014  
Period Covered: 07/01-06/30

**Table 14 (Template Only)**

**Local Grantees by Funding Source**

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 Sub- Recipients (C)	WIA Funding		State Funding	
			Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education 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 of Higher Education						
<b>Other Agencies</b>						
Correctional Institutions						
Other Institutions (non-correctional)						
All Other Agencies						
<b>Total</b>						

1. In Column (B), report the number of providers receiving a grant award or contract for instructional services from eligible agency.
2. In Column (C), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to reported in column (C).
3. In Column (E), the percentage is to be calculated use the following formula: Col (E) = Column D / Total WIA
4. In Column (F), report total amount of state funds contributed. This amount need not necessarily equal the non-federal expenditure report on the Financial Status Report.
5. In Column (G), the percentage is to be calculated using the following formula: Col (G) = Column F / Total State

**Grantee Definitions for Table 14**

**Local Education Agencies** are publicly funded entities designated to administer and provide primary and secondary education instruction and services within a city, county, school district, township or region.

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

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

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

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

**Four Year Colleges or Universities** are a public or private non-profit institution of higher education that primarily offers baccalaureate degree programs.

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

**Correctional Institutions** refer to state or federal penal institutions for criminal offenders. These include prisons, jails, and other correctional detention centers.

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

All Other Agencies

include other public (federal, state, local) agencies not listed in the categories above.