New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report
Cover Page

Program Name:	**Adult Education Program**
Institution or Organization:	**Diné College**
Address:	**1228 Yucca Street**
City:	**Shiprock**
County:	**San Juan**
Zip:	**87420**
Main Phone:	**(505) 368-3563**
Website:	**www.dinecollege.edu**
Social Media:	Instagram –**Diné College Adult Education**
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Workforce Region(s) Served:	**Northern**
New Mexico Counties Served:	**San Juan, McKinley**
Submission Date:	**September 3, 2024**
Program Director, Manager, or Coordinator Name and Title:	**Thomas Bennett, Director**
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_____   8/29/2024
Signature of the Chief Executive Officer or Designee   **DATE**

Dr. Charles M. Roessel, President
_____

Typed Name and Title:

New Mexico Adult Education Local Program Annual Report 2023-2024

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. Answers should be single-spaced.*

1. Describe your program briefly. Include the services you provide under WIOA Title II and the student population you serve. You may reference AEFLA allowable activities from WIOA Sec. 203 (https://wioaplans.ed.gov/node/37896.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

    Activities of the Diné College, Shiprock, NM Campus Adult Education Department with oversight and funding provided by NMHED, FY 23-24:
    - AEFLA allowable services provided under WIOA, Title II addressed the academic needs of student participants who placed in National Reporting Service (NRS) categories levels 1 through 6, Literacy as well as pre-HSE and HSE. Activities included in obtaining NRS performance level gains were: Adult Education lessons for students as assessed below middle and secondary education levels in literacy - the ability to read, write and speak English and the opportunity for middle and secondary education level students to perform in a manner working toward successful attainment of a High School Equivalency credential – proficiency in mathematics through college entry level, language development (technical and writing skills) and reading in subject content areas with instructors mindful while teaching all discipline areas transition to post-secondary coursework, vocational training or future employment once appropriate performance level gains are achieved with an agenda of critical thinking and transferable skills.
    - All instructors included workforce preparation as applicable in lesson discussions and activities as part of providing a career pathways culture.
    - The student population served was 98% enrolled members of the Navajo Nation, northwest New Mexico, San Juan and McKinley Counties. Enrolled students reported 95% unemployment with annual income under $15k with poverty* being the primary barrier.
    Adult Education Helps Break the Cycle of Poverty, posted by Michelle Bellso, 11/07/16 https://www.youtube.com/watch?v=uZtzf5EKTKU, ProLiteracy, 5/16/18

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them**. If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

    Changes in staffing, 2023-2024, included: 1) new Student Success Coach starting end of fall 2023 and 2) a contracted instructor, start of FY 2023-2024, short term while hiring regular employee, to work with student class, Shiprock Campus. 3) new regular full-time instructor to replace contracted help. Programming (with some customization) and goals as recommended by state AE office remained the same for all students as in previous years. Staffing changes were addressed without challenges and included appropriate position related training as well as an overview of New Mexico Adult Education program standards; NRS level instruction content and methodology, High School Equivalency practice and official testing information, obtain transcript and credential.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

   - Onboarding – in-person and online intake include registration, assessment and orientation originating from the Shiprock Campus office was made available.
   - In-person and hybrid instruction with instructor presence and support as well as distance learning was available to all students at all locations. FY 23-24 experienced a successful continuation of operational adaption from health crisis accommodations while ongoing incorporating the elements of the pre-crisis mode resulting in more efficient and well-rounded eclectic, student-centered instructional deliver methods.
   - Onboarding and instruction delivery will continue as implemented with an open-ended approach toward creative expansion as appropriate at all locations for FY 24-25.

4. List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

   Informal collaborations with other partnering agencies include: Navajo Nation Social Service agencies (Navajo Nation Workforce Development/Navajo Nation Self-Reliance) which included monthly participation and progress reports on concurrent clients/students, BIE (FACE) programs, First Born and Johns Hopkins health related agencies.

5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2023-2024:

   a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?

   b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?

   c. What were your main successes and challenges in implementing your PL Plan?

   d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

Program Professional Learning Priorities 2023-2024

Priorities	Experiences	Success/Challenges	Implementation
Assess participants' prior knowledge	Attainment of information from the onboard process: grade	Information shared with instructors to assist with instruction,	Incorporate appropriate instructional content and methodology for

	level completed, last school experience, prior HSE experience, test experience, pre-assessment, barriers, self-disclosure of learning challenges, etc.	accommodations, and assessment and HSE testing.	the collective group and individual needs.
Continue instructional techniques that prove effective	Monitor student progress to include regular discussion sharing among coordinator and instructors (or case management).	Success was demonstrated by achieved performance level gains per individual and class. An ongoing challenge relies on instructor performance to ensure the number of instructional hours to meet state guidelines	Implementation was tracked by observing and recording individual performance level gains on a regular basis as shared among the staff.
Instructor content area knowledge and the teaching skills to attain participants' successes to accomplish their academic goals	Appropriate education and experience are pre-requisites for employment.	Student success, is demonstrated in the performance level gain data. This reflects instructor content knowledge and training skills. A noteworthy challenge in this regard is student participation sometimes affected by identified barriers during onboarding.	Specific training in the field of adult education is available and ongoing as necessary for department instructors. Instructors are aware of the need for a variety of learning and teaching styles based on student differences.
Monitor and reflect on experience, evidence and data for the purpose of instructional improvement	The department has the experience of a proven track record the provides for the reflection necessary for program improvement.	Participant performance gains data indicate student success. A major challenge for rural programs in New Mexico typically is employment, academic and performance achievement after program completion.	The ongoing communication between coordinator and instructor is also a benefit in this area. The addition of a success coach assists with implementation process through

			individual student contact.

Section II. Core Indicators of Performance 2023-2024

Please enter the following information regarding enrollment, assessment rates and core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Number of NRS participants in PY 2023-2024 (Table 4, last row of column B)   ____83_____

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD)   ____49_____

Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column B)   ____65%___

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	39.39%	64.29%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	0	N/A

Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	26.53%	49.09%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	22.22%	38.60%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	$3,658.93	$4,169.88

Section III. Evaluation of Program Effectiveness

Directions*: Answer each of the following questions. Ground your answers in your data. Answers should be single-spaced.*

1. Discuss your retention rate and its changes compared to PY 2022-2023 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

    Student assessment, after the appropriate number of instructional study hours, met the core indicators of performance based on the negotiated target levels. Reasons for trend of meeting the target levels are supported by the data based on the level of communication between the manager and instructors. This routine method assists our program in obtaining performance gains. More detail is furthered discussed in question two of this section.

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below 50%, required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

    As a small rural program, the staff has the luxury of as needed, often daily communication, evaluation and reflection in regards to student progress. There is the opportunity for instructor and student performance status as observed by instructional methodology and resulting outcomes. The content of this communication is based on student performance - instructor observation (receptiveness to content and presentation), core curriculum and eventually post assessment. Working with a smaller population allows for this manner of direct communication between program manager and instructor. The major benefit is the opportunity for immediate adjustment/adaptive change/tweaking in method/presentation with follow-up and a reevaluation cycle. This program-initiated instructor effectiveness and instruction evaluation has proved successful for this program.

    During FY 23-24 only one negotiated target was unmet. The program is a HiSET preparation program. Credential attainment usually isn't met during the time students are enrolled in the program. Even after completion of the program, students typically enter the workforce. Within our population, graduates enter college years after leaving the program, making it difficult to track. One recommendation is to collaborate with Dine College's Office of Institutional Planning and Reporting (OIPR) to use the National Student Clearing House to track college students.

3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.

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Performance Measure	Negotiated Level of Performance Program Year 2023-2024	Program Performance 2023-2024	Outcome	Reasons
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	60.26	Exceeds	Approximate student level gains; 65% after the first post assessment, 15% after the second post assessment, 15% after graduation, and 5% from NEDP.
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0	Unmet	No data to assist with this category. Possible solution is being discussed internally with Dine College administration (OIPR).
Employment Second Quarter After Exit (Table 5, first row of column G	23.0%	49.09	Exceeds	Support from state data matching.
Employment Fourth Quarter After Exit (Table 5, second row of column G	24.0%	38.6	Exceeds	Support from state data matching.
Median Earnings Second Quarter After Exit (Table 5, third row of column G	$3,700	4169.88	Exceeds	Support from state data matching.

4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes?

   Continue doing our best to communicate with and track students after completion. Diné College Administration is open to more of a collaborative effort to address this challenge.

5. Consider your performance data from the last and previous program years. Discuss overall trends.

   Data from previous fiscal years indicates a trend of attaining state and program target goals excluding credential attainment which is currently being discussed.

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific*. Describe strategies you intend to use in the coming year to promote continuous improvement.

   As part of the data coordinator duties, data is reviewed and monitored on a biweekly basis. This process allows for the opportunity to compare and observe trends. The current practice for the data coordinator is to monitor the length of program duration and participation to identify barriers, less instructional time can become barriers. This information is shared with instructors to provide opportunities to adjust and adapt instruction and content working towards improvement.

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Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

1. Fill out the chart for common career and training services applicable to AEFLA programs. *For definitions of career and training services, how to calculate these costs, and other guidance, **please read** the appendix to this report template. **Do not** fill this out without reading the entire appendix carefully. **Do not** skip this section.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, *Excluding* Administrative Costs, for Program Year 2023-2024	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs
Outreach, intake, and orientation information	Career Service	200	$3.00	$600.00
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	90	$9.60	$864.00
Referrals to and coordination of activities with other programs and services.	Career Service	75	$16.70	$1,252.50
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service	70	$14.60	$1,022.00
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	70	$14.60	$1,022.00
Total:			*58.50	$4,760.50
Integrated Education and Training (IET) programs	Training Service	0	0	0

***Enter this total in Question 1 in Section IX as well.**

2. Describe specific activities and strategies your organization has implemented to partner with the Local Workforce Development Board and your local One Stop staff / operators.

Our program operates as a component of the Diné College Student Success department which serves as our One Stop. This works well with services ranging from Adult Education/AEFLA, transition from AE to workforce as well as access to career assessment and advisement, vocational training and academic coursework. The Student Success team is available on a monthly basis to visit onsite our learning center locations in Shiprock (San Juan County) and Crownpoint (McKinley County). During these visits areas are set up with team members offering information, Q & A, items for students to take with them as well as on-on-one conferences with students. General areas of student interest addressed are: current status with needs being met in relation to AE academic goals set, disability needs satisfied or lacking, employment transition during or after AE program completion, options for academic coursework or vocational training with Diné College or other institutions, talk privately at the time of a visit or schedule follow-up with a team member. Student Success team members, or the director are available by appointment to visit as students request. It is not uncommon for team members to research on behalf of students sometimes resulting in a specific referral. Braided funding of cross-over services has existed for many years with adult education students having access to college services through the Student Success department. We continue to explore co-enrollment as a further benefit to students. Challenges include methods of developing and approval of training and coursework to keep up with specific employment area opportunities.

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: https://www.dws.state.nm.us/en-us/Workforce-Boards. How did your program align adult education and literacy activities in 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

Our program meets the requirement aligned with adult education and literacy activities. During FY 22-23 collaboration with numerous existing partnerships within the Navajo Nation social services agencies was solidified. Engaging these partners by sharing an awareness of the NLWDB local plan helped in joint efforts to assist mutual clients. This effort has resulted in increased communication and strategies positively impacting academic performance gains and High School Equivalency completion for mutual clients. We are hopeful that AE students received better workforce matching from these agencies. More resources were available in identifying and contacting new partners when the program hired an instructor/success coach in the later part of the FY22/23. The collaborative partner emphasis of this new position focused on service area employers and employee preferred skills. The Success Coach developed career specific course work and employer benefitting external license/certification programs for potential employees for use during 22-23. Marketing partnership strategies were included in the above efforts.

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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 2023-2024 program year.

1. To what degree is career planning and advising structurally built into your Adult Education program for the students who want and need it? Please be specific.

    On-going discussions between the success coach and instructors in general and in relation to specific student transition goals occur on a regular basis. Discussions on transition from Adult Education to gainful employment goals should carry over into each classroom both as part of the lesson/activity. This structural component has been a staple for Adult Education programs on tribal land since tribes have Workforce Development Departments, locally - NDWD (Navajo Department of Workforce Development). It is not uncommon to have individuals concurrently enrolled in a state sponsored Adult Education program and NDWD with no duplication of activities and separate funding responsibilities, complimenting each other for the benefit of all involved.

    Contextualized instruction, academic in relation to subject-content and real-life experiences, has been a part of our program for many years.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide a number of IET students that your program?   **N/A**

    served in PY 2023-2024 (Table 11, first row of column B)

3. What percentage of your NRS students participated in IET programs   **N/A**

    (use 2 and number of NRS participants from Section II)

4. Enter MSG rate of your IET participants   **N/A**

    (Table 11, sum of first 5 rows of column G)

5. Discuss successes, challenges, and lessons learned from IET programming this year.   **N/A**

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process. Make sure to include the timeline of when the initial assessments are administered.

    Available to students: in-person enrollment at any location where instruction is offered or online enrollment with the option to phone in for assistance as they are working on their program application. Primarily, orientation is conducted in a group setting which includes participation, expectations for optimum success, instruction schedule, program curriculum and instructor lesson/activity delivery styles, distance learning programs that complement instruction, performance expectations in relation to pre and post-test levels as well as post-

test timeline, frequently asked questions with response and open-ended question and answer session. The timeline for administration of pre-instruction assessment is preferably following either an in-person or on-line application. If this is not possible then an appointment is set up for assessment as soon as possible. Based on results of the pre-assessment a realistic goal-setting will be discussed and recorded with the student with emphasis on transition from the program to either immediate employment possibilities or vocational or academic coursework leading to job or career. Once all aspects of the in-take process all reviewed appropriate instruction placement will be arranged. No person is officially enrolled as a student until application, assessment and goal setting forms are complete.

2. Describe how your program's schedule and components promote adequate intensity and frequency of instruction in order to support participants' achievement of substantial learning gains.

   Instructors are available Monday through Friday, 8:00am – 5:00pm at all locations. Tutoring is offered by instructors, as needed. Instructional lessons/activities are created to meet student needs and goal completion based on performance data collected and discussed with instructors.

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

   There is a difference in the methodological approach among instructors: Google Classroom and Canvas. Both have proved successful.

   Challenges consistently addressed deal with students being unfamiliar and/or inexperienced with technology

4. **Describe precisely how your program aligns instruction to the College and Career Readiness Standards (CCRS) and/or the English Language Proficiency Standards (ELPS).** Please include information on required curriculum and resources available to support instruction and the implementation of CCRS/ELPS. If you do not align your curriculum and instruction to these standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.

   Instructors are aware through HiSET test at a glance material.

   Identify software programs that incorporate CCRS, such as Essential Education and Readworks.

   Curriculum CCRS based off of writing letters and online resumes.

5. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.

Currently, through a collective process, a holistic approach, that we have used in the past is being designed for consideration based on the theoretical framework of evidence-based observation. This will include and address both cognitive and affective domains impacting instructional preparation and delivery. As a department we have observed the benefits of hybrid and behavioral modification in regards to student awareness, and learning environment which includes discussion of career culture and student relevant possibilities through onboarding process and sessions with the success coach.

Utilizing scenarios based on previous student comments such as: childcare, transportation, personal and child appointments, financial obligations, and other family situations including organizational and time management skills. The re-implementation of these methods to include the student success coach is an opportunity for higher expectations.

Our department is receptive to revisiting cognitive and affective areas in relation to program design, curriculum development, leadership/management practices, and staff trainings as a fresh look for program improvement.

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

For this section, if the program received IELCE funding for 2023-2024, please describe IELCE activities and services provided by the program this fiscal year.

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

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B):

2. Enter MSG rate of IELCE participants (Table 9, first row of column G) _____

3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)

   - Achieved Citizenship Skills _____
   - Voted or Registered to Vote _____
   - Increased Involvement in Community _____
     Activity

4. Input the number of IELCE students that participated in IET programs _____

   (Drill down to IELCE students from Table 9, first row of column B. Then **add** Table 11 and find number in first row of column B)

5. Enter % of IELCE students that participate in IET programs using data _____

   from 1 and 4.

6. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.

7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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

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

(If your program did not provide these types of services in 2023-2024, just indicate N/A). | **N/A** |

1. Please indicate the number of Corrections Education and the Education | |
of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).

2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G)   _____

3. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.

4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter $0 here.

$4,760.50

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

-0-

3. Please indicate FY 2023-2024 Total hours contributed – Volunteer Tutors

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

4. Please indicate FY 2023-2024 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
900	$12.00	**$11,520**

5. Please indicate FY 2023-2024 hours contributed – Board of Directors (Organizational Development)

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

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

-0-

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

$12,000

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

$6,000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
18,146	2.00	36,292

Alternate option:

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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 2023-2024.

Source	Amount
N/A	

B. Program Income Activities

2.   Please indicate the amount of PROGRAM INCOME generated from your program for the 2023-2024 fiscal year.

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide "the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years." WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV**. As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, *we ask you to calculate these costs only for Program Year 2023-2024.*

Please do your best to calculate these expenditures faithfully; we appreciate your efforts and understand that it is challenging. Please take note of the following additional guidance, and let us know if you have any questions.

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) *all or nearly all* of the students in your programs receive many of the services listed as "career services" (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don't necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person's hourly rate and calculating how much time this person spent on such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:
  - You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you *do not need to report them in Section IV.*
  - *Do not include any administrative costs in your report*. Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
  - Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
  - If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf The section on Career and Training services starts on page 40 of this PDF.

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Please email Amber.Gallup@hed.nm.gov if you have any questions about career and training services as you prepare this report.

Please email Katya.Backhaus@hed.nm.gov if you have any questions regarding data and performance.

DINÉ COLLEGE
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Office of the President

TO: ALL STAFF, FACULTY, AND STUDENTS

FROM: *[signature]*

Dr. Charles M. Roessel, President

DATE: July 26, 2024

SUBJECT: STANDARD DELEGATON OF AUTHORITY

During my absence starting July 26, 2024, the following are delegated as Acting President and shall assume authority and responsibilities while I am out of the office.

1. Bo Lewis, VP of Finance & Administration
2. Alysa Landry, Provost
3. Glennita Haskey, VP of Student Affairs

Please route all documents requiring approval by the President to Benita Lopez. Your support and cooperation are greatly appreciated.