New Mexico Adult Education Local Program Annual Report 2022-2023

Annual Program Report
Cover Page

Program Name:	**Adult Learning Center**
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:	**https://www.facebook.com/DCadultEd** **https://www.instagram.com/dcae_program/**
Workforce Region(s) Served:	**Northern**
New Mexico Counties Served:	**San Juan, McKinley**
Submission Date:	**September 01, 2023**
Program Director, Manager, or Coordinator Name and Title:	**Thomas Bennett** **Associate Director, Student Services**
Contact Information:	Phone(s): **(505) 368-3629**
	Email: **tbennett@dinecollege.edu**
Alternate Contact Name and Title:	**Tomasina Begay** **Program Coordinator**
Contact Information:	Phone(s): **(505) 368-3563**
	Email: **tobegay@dinecollege.edu**

Bo Lew for Charles M. Roessel   8/30/2023

Signature of the Chief Executive Officer or Designee   DATE

Typed Name and Title: Charles M. Roessel, President Diné College

New Mexico Adult Education Local Program Annual Report 2022-2023

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 22-23:
   - 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, Pre-HSE and HSE. Activities included in obtaining NRS performance level gains included: Adult Education lessons for students as assessed below post-secondary level in literacy - the ability to read, write and speak English as well as perform in a manner working toward successful attainment of a High School Equivalency credential - mathematics, critical thinking and transferable skills reading in subject content areas and transition to post-secondary coursework, vocational training or obtain employment.
   - All instructors included workforce preparation as they were able in lesson discussions and activities as part of providing a career pathways culture.
   - The student population served was 100% 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, 2022-2023, included: 1) a full-time instructor to resume instruction as it was prior to the health crisis at the Diné College Crownpoint Campus in McKinley County, 2) a Student Success Coach during 2022 and 3) a contracted instructor 2023 to work with students on-site in more remote communities south of Shiprock. Programming and goals remained the same for all students as in previous years while instruction for the target population in the more remote communities south of Shiprock addressed the needs of transportation barriers, health issues, remote area k -12 education factors and family needs as well as employment accommodations*.
   *employment accommodations: "Attracting working individuals back to school, however, <u>will require delivery models that accommodate the needs of busy working adults.</u>" Higher Ed Must Do More to Support Working Adults and Family Providers. U.S. News and World Report, Andrews, David 1/20/23

Diné College/Shiprock Adult Education Department believes this should apply to Adult Education as well as Higher Ed.

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 2023-2024 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 is available to all students at all locations. FY 22-23 experienced a successful operational adaption from health crisis accommodations while 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 23-24
   - HSE/HiSET – two test centers sponsored by our Student Services Department are planned to reopen fall 2023.

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.

   A formal partnership (MOU) was in place, 2023 between Diné College Board of Regents and the Newcomb area governing chapter. This allowed for the joint use of a centrally located building to accommodate both credit earning college students and Adult Education instruction for surrounding communities. Informal collaborations with other partnering agencies include: Newcomb Regional Library with student designated computer room, Navajo Nation Social Service agencies which included monthly participation and progress reports on concurrent clients/students, BIE (FACE) programs, First Born and Johns Hopkins health related agencies.

New Mexico Adult Education Local Program Annual Report 2022-2023

Section II. Core Indicators of Performance 2022-2023

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 2022-2023 (Table 4, last row of column B)   66

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P)   39

Post-testing rate (Table 4B, last row of column B to number of NRS participants)   50%

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	39.39%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0
Employment Second Quarter After Exit (Table 5, first row of column G	23.0%	26.53%
Employment Fourth Quarter After Exit (Table 5, second row of column G	24.0%	22.22%
Median Earnings Second Quarter After Exit (Table 5, third row of column G	$3,700	$3,658.93

New Mexico Adult Education Local Program Annual Report 2022-2023

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 based on your number of NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

   Ongoing enrollment starting July through May, with a monthly start date. Students were able to start class at the beginning of each month. Follow-up meetings with students when instructors begin to notice they are following behind with classes and homework assignments. Follow-up meetings helped the instructor and Program Coordinator understand what barriers students had at the time. With this information, the program was able to work with the student(s) on overcoming those barriers to continue with their educational goals.

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.

   Discuss post testing results with instructors after each post-test. Based on results instructors can plan strategies for higher performance in the next test cycle.

   Post test rate is satisfactory at 50%.

3. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education). See Section II above. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023	
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	39.39%	Exceeded
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0	Unmet Ongoing Barriers even after completing the program.
Employment Second Quarter After Exit (Table 5, first row of column G	23.0%	26.53%	Met
Employment Fourth Quarter After Exit (Table 5, second row of column G	24.0%	22.22%	Met

Median Earnings Second Quarter After Exit (Table 5, third row of column G	$3,700	$3,658.93	Met

4. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

   Create a position that would focus on students to establish realistic academic goals as well as life skill goals.

5. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, please reach out to Katya.)

   A slight increase in the overall performance each year. No big changes. Consistency with performance when meeting the negotiated state target goals.

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific*. If you are a new director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established director, describe strategies you intend to use in the coming year to promote continuous improvement.

   All data, pre, post assessment, HSE practice and official test results were discussed with program coordinator/data tech and instructors to determine individual student needs to concentrate on for improvement/performance gains. To continue and sustain program improvement and performance gains we will increase the use of Essential Education as a main resource for students.

New Mexico Adult Education Local Program Annual Report 2022-2023

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 2022-2023	*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	70	$16.70	$1,169.00
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	75	$14.60	$1,095.00
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	75	$14.60	$1,095.00
Total:			*58.50	$4,823.00

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.

   We have not yet developed specific activities or strategies with the local LWDB. 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. 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 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?

   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 coursework and employer benefitting external license/certification programs for potential employees for use during 22-23. Marketing partnership strategies were included in the above efforts.

   In rural areas were: 1) independent libraries do not exist collaborative working accommodations between Diné College and its AE programs has and will continue to align with the NWLDB local plan and 2) in the absence of a Chamber of Commerce collaboration with Navajo Nation Economic Development and the local governance of Agency and Chapter officials aligns with the NWLDB plan.

   A private sector-based training center was engaged for collaboration during FY 22-23.

   Currently our program leadership is exploring the most current employment possibilities, access to potable water and 2) constraining damaging environmental effects of uranium mining.

   Program efforts during 21-22 aligned with and addressed the NLWDB's concern for participant barriers and New Mexico's 'brain drain' (providing careers and other employment to attract and retain local community members).

New Mexico Adult Education Local Program Annual Report 2022-2023

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 2022-2023 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? Be specific.

   On-going discussions between the program coordinator and instructors in general and in relation to specific student transition goals typically occur on a daily basis. These discussions carry over into each classroom both as part of the lesson/activity and in general discussions specifically about workforce development transitioning from classroom to employment. 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 both 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) 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 an Appendix to your report with the following information: **N/A**

   i. A full list of all IET programs offered in the reporting year period.

   ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

   https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

3. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here. **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.

   Students have available to them: 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 compliment 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. Prepared lessons/activities are scheduled to meet student need and goal completion based on performance data collected and discussed with instructors. Class hours and days vary with each instructor. Tutoring sessions are highly encouraged and is also available upon request from the student.

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.

    Instructor/Student Success Coach assisted in addressing wrap-around student support services. As a wrap-around service students are encouraged to attend career navigation services provided by the colleges' Student Success department. College visits were done with local colleges that offered vocational/technical trade programs. 30-minute lessons were given by the success coach on scheduled days prior to class time.

    Distance education was provided throughout the year to prepare students for online workforce entry and post-secondary coursework. Students were able to work on the computer in the computer lab, offered Chromebooks (if needed), and iPads were available in the classrooms for easy accessibility.

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.

    Program administrators and instructor awareness and familiarity of the objectives and guided CCRS information assists in alignment of instruction preparation and delivery. Current publisher texts serve as curriculum and resources via textbooks and online.

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 our collective process a holistic approach is being designed for consideration based on theoretical frameworks that will include and address both cognitive and affective domains impacting instructional preparation and delivery: hyflex, virtual reality and behavioral modification (student awareness/learning environment including career culture, student relevant.

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

For this section, if the program received IELCE funding for 2022-2023, 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. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)
   - Achieved Citizenship Skills   _____
   - Voted or Registered to Vote   _____
   - Increased Involvement in Community Activity   _____

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

4. 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.

5. 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.

6. 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.

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 2022-2023, 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:

2. 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.

3. Regarding WIOA Section 225 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.

New Mexico Adult Education Local Program Annual Report 2022-2023

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 2022-2023 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter $0 here.

   $4823.00

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 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
80	$15.00	$1,200

4. Please indicate FY 2022-2023 hours contributed – Volunteer Admin (Receptionist/Front Desk)

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

5. Please indicate FY 2022-2023 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:

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 2022-2023.

Source	Amount
N/A	

B. Program Income Activities

2.   Please indicate the amount of PROGRAM INCOME generated from your program for the 2022-2023 fiscal year.

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	