Annual Program Report
Cover Page

Program Name:	**Gordon Bernell Charter School Adult Education Program**	
Institution or Organization:	**Gordon Bernell Charter School**	
Address:	**2821 4th Street NW**	
City:	**Albuquerque**	
County:	**Bernalillo**	
Zip:	**87107**	
Main Phone:	**505-916-8618**	
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Social Media:		
Workforce Region(s) Served:	**Central NM**	
New Mexico Counties Served:	**Bernalillo**	
Submission Date:	**9/3/2024**	
Program Director, Manager, or Coordinator Name and Title:	**Beth Dorado, Director**	
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Elizabeth Dorado

Signature of the Chief Executive Officer or Designee

8/29/2024
DATE

Elizabeth Dorado, Director

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. AEFLA allowable activities include adult education, literacy, workplace adult education and literacy activities, workforce preparation activities, and integrated education and training.

Gordon Bernell Charter School Adult Education Program (GBCS AE) provides ABE services inside the Bernalillo Metropolitan Detention Center, at our North 4th campus, and onsite at Polk Middle School. GBCS AE is also actively working to develop and implement multiple IET programs including a skilled trades, hospitality kitchen, and partnership with Bernalillo County FLAME. The population we serve is varied, but includes the incarcerated, post incarcerated and larger Albuquerque metropolitan community. Many of our students are low income, people of color, and under-employed. We actively recruit inside the jail and from Title I APS schools.

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.

GBCS AE has not had any significant changes in leadership. We did replace several instructors which was difficult and required several rounds of interviews to find qualified candidates willing to work for the lower pay compared to their K-12 credentialed counterparts. GBCS AE is still working diligently to launch IET programs. Target population and goals remain consistent as we continue to strive for increased MSGs, post-testing, and enrollment

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?

GBCS AE continues to promote a hybrid model in the community, offering both in person classes and virtual opportunities to supplement progress on curriculum platforms. We do not accept students interested in 100% distance learning, but try to be flexible with students who have complicated schedules. The program has chromebooks available to check out to eligible students to address digital equity. In the corrections setting, classes are currently in-person, and our goal is to introduce tablets into the housing units during the 24-25 school year. Leadership continues to discuss possible ways to increase digital literacy instruction in both corrections and community settings.

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.

- MDC - formal - Both MOU and current lease in place to provide services inside the jail
- APS, Title I Adult Ed - formal - contract in place to provide additional funding for HSE evening classes in both English and Spanish, and to coordinate recruitment through family engagement nights at APS Title I schools

- Workforce Connections - formal - IFA as a off site partner with the CNMWCC
- DOC- informal - regular communication to ensure transfer of students from MDC to DOC
- GBCS High School - informal - the adult ed program leverages the infrastructure and relationship formed by the Gordon Bernell High School and takes advantage of various high school partnerships to include UNMH Pathways, 3 Sister Kitchen, Associated General Contractors, Creative Emergence etc

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?

Our 1st priority was to receive training on standardized instruction. Instructors did attend both virtual PD and conferences that addressed this topic.

2nd priority was subject specific instruction training. Our instructors attended webinars and conferences and also partnered with our GBCS HS staff to receive this training.

3rd priority was Google Suite and other online platforms training. GBCS has implemented a contract with a Google Trainer and also has given staff the opportunity to attend google training offered by Propel.

    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?

Encouraging our staff to attend webinars, in-person trainings and conferences that were focused on adult education as opposed to high school professional development, has increased staff interest in growing as adult educators.

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

Taking into consideration Adult Education program needs have been successful for staff professional development.

The challenge for our charter school was in compensating adult ed staff to attend adult ed focused training as opposed to all staff training, in which they missed out on organizational collaboration between adult ed and high school staff.

    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?

Yes, we were able to implement the professional learning policy by meeting minimum PL hours by compensating for the time and focusing on the goals identified in the plans.

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) ____**152**_____

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) ____**129**_____

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) ____**34.4%**_____

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%	28.8%	47%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	6.3%	26.5%

Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	11%	48%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	1%	41%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	No Data Shown	No Data Shown

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.

Retention Rate in SY23 was 63.8%
Retention Rate in SY24 was 66.9%
Retention rates over the last two years were fairly consistent. Retention is difficult with our target population due to multiple competing priorities in our student's complex lives. Student engagement strategies are often discussed with staff.

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.

Post testing in SY24 was 34%. Many students were exiting the program before being eligible for post-testing. Some left incarceration, were pulled by competing priorities, and many graduated before being eligible. The plan for improvement is to post-test incarcerated students at 30 NRS hours as suggested by Katya in the new year.

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.

MSG	exceeded	Our teachers had a better understanding of standards based instruction and provided successful intervention. Continuing to coordinate onboarding, testing, and student tracking centrally instead of requiring instructors to do so.
HSE attainment	fell short	We believe retention is at the core of this result. Becoming a GED testing center but being limited to paper testing which was a scheduling nightmare contributed to the challenges
Employment 2nd quarter	exceeded	Access to GBCS career services provides the opportunity to explore and develop post secondary plans.
Employment 4th quarter	essentially met	Access to GBCS career services provides the opportunity to explore and develop post secondary plans.
Median Earnings	N/A?	Access to GBCS career services provides the opportunity to explore and develop post secondary plans.

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

To increase HSE attainment, GBCS AE has implemented GED computer testing inside MDC and is working with Katya to implement the alternative placement model in the community.

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

The program continues to show major gains as both leadership and staff learn more about the requirements and best practices.

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.

The adult ed program staff are forming a PLC (professional learning community) as a space to regularly review student data, data targets, and instructional practices. To increase HSE attainment, GBCS AE has implemented GED computer testing inside MDC and is working with Katya to implement the alternative placement model in the community.

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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	154	$6,205.37	
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	202	$7,814.17	
Referrals to and coordination of activities with other programs and services.	Career Service	55	$3,907.08	
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	25	$1,608.80	
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	30	$3,447.43	
Total:		202	$22,982.85	
Integrated Education and Training (IET) programs	Training Service	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 were co-located onsite for ¾ of the year SY24. Even after moving services into our new building, we continue to stay updated through their bi-montly meeting notes. We continue to make and receive referrals for co-enrollment in services.

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?

We provided feedback during the drafting of our region's most recent plan. We review and consider the data included.

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.

GBCS Career Development Coordinator provided several workshops for students and was available by appointment for post-secondary planning. Moving into the new building at the end of the year will provide more structured opportunities in the upcoming year.

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

   served in PY 2023-2024 (Table 11, first row of column B) 0

3. What percentage of your NRS students participated in IET programs ___0_____

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

4. Enter MSG rate of your IET participants ____0_____

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

5. Discuss successes, challenges, and lessons learned from IET programming this year.

GBCS AE is dedicated to developing IETs. Leadership underestimated the work required to successfully launch compliant IET programs and struggled to prioritize the initiative due to staff turnover, concentration on ABE data. The team is re-energized to launch one IET in the fall of 2024 pending approval.

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.

Community Sites: Adults who are interested in attending classes, complete an application for GBCS online (Google Form). The Data Coordinator verifies that the student is eligible for the program and also checks if they have any prior HSE test results. After eligibility verification, AE coordinator contacts prospective students and sets an appointment for them to come in for testing and orientation. Onboarding is conducted quarterly (July, September, January, March). During their first appointment, they complete the LACES Student Portal application, receive orientation of the program to ensure the program is a good fit for the student and then they test on the full battery of the CASAS assessment. Once a student completes testing, they receive advising from the AE coordinator where test results are reviewed. If a student decides to remain in the program, they are then introduced to their advisor/teacher, in which they receive another advising session so teacher and student can create a study plan.

MDC: Adults who are interested in attending classes, submit a request through the housing tablet and with GBCS campus administrator to be moved to a school pod. The Data Coordinator verifies that the student is eligible for the program and also checks if they have any prior HSE test results. After eligibility

verification, students are placed on a move list and are moved to the school pod. Onboarding is conducted quarterly (August, October, February, March). During their first session in class, students test on the full battery of the TABE assessment. Once a student completes testing, they receive advising from the AE coordinator where test results are reviewed. If a student decides to remain in the program, they are then introduced to their advisor/teacher, in which they receive another advising session so teacher and student can create a study plan.

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.

Community Sites: Our instructors were available to students on Monday and Wednesday from 10am-2pm and again 4pm-7pm; Tuesday and Thursday from 5pm-8pm at another location (Polk Middle School). Students utilize this time to work on their individualized curriculum and receive one-on-one support. Students are also encouraged and expected to log in outside of these times to make progress on their online curriculum or work in assigned supplemental packets/workbooks. The hybrid model is intended to encourage independent study and provide ample opportunity to receive support.

MDC: Students are scheduled to attend classes 1.5-2 hours a day Monday through Thursday. Instructors provide in-class instruction to cover all subjects of the GED and also provide support when students are working on their online curriculum. Instructors assigned paper packets for the students to work on throughout the week and weekend.

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.

Community Sites: Our program implemented a hybrid structure in which students can work on their individualized online curriculum during our class hours or from home. We also offered a Chromebook and internet hotspot check out program so our students can have access to complete their work online. The online student platforms we utilize assess students at first login and design a study plan tailored to their skills and goals for the program. We also offered College and Career services to all of our students during the school year and access to social support through pathway navigation, peer support, and crisis intervention.

MDC: Our program offered students the opportunity to work on their individualized online curriculum during our in-class hours. The online student platforms we utilize assess students at first login and design a study plan tailored to their skills and goals for the program. We also offered College and Career services to all of our students during the school year and access to social support through pathway navigation, peer support, and crisis intervention.

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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.

Our online student platforms utilized curriculum that is aligned with CCRS and the HiSET exam. Ascend Math, Reading Plus, Work Keys, Khan Academy (less standards based than the others) are chosen based on the needs, skills, and goals of the student. Looking towards the new year, the team now has a

standing collaborative planning time to develop a bank of standards based lessons that address statistically significant skill gaps. Gordon Bernell recognizes this is a growing edge and welcomes professional learning opportunities and technical assistance from the state.

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.

Relational Pedagogy:

Relational pedagogy focuses on the significance of relationships in teaching and learning. It asserts that the quality of relationships between educators and students can greatly affect learning outcomes. Research shows that positive teacher-student relationships are linked to higher academic achievement, increased motivation, and better social-emotional outcomes. Educators who prioritize relationship-building can create a supportive learning environment conducive to student success. GBCS utilizes an advisory model and has done work to create individualized learning plan templates and student engagement surveys to increase knowledge about students and opportunities to build relationships in the classroom.

Trauma-Informed Education:

This approach emphasizes understanding, recognizing, and responding to the effects of trauma on students. It advocates for creating safe and supportive learning environments that prioritize relationship-building to help students feel secure and ready to learn. Research shows that students who have experienced trauma benefit from positive relationships with teachers and peers, which can mitigate the negative effects of trauma and enhance educational engagement and achievement. GBCS staff are regularly provided training and engage in reflection and discussions to apply these concepts.

Data driven instruction - Identifying Student Needs and Tailoring Support:

Understanding Students: In a data-driven culture, educators use data to understand the diverse needs, strengths, and challenges of their students. This includes academic performance data, behavioral data, and social-emotional learning assessments.

Personalized Learning: By analyzing this data, educators can tailor their instructional approaches to meet individual student needs, thereby fostering a more personalized and supportive learning environment. When students feel that their unique needs are recognized and addressed, it strengthens the relationship between teachers and students.

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).

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

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

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

   - Achieved Citizenship Skills ___N/A_____
   - Voted or Registered to Vote ___N/A_____
   - Increased Involvement in Community Activity ___N/A_____

4. Input the number of IELCE students that participated in IET programs __N/A_____

   (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 ___N/A_____

   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. N/A

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. N/A

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. N/A

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. N/A

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).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B). **91**

2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G) **65.93**

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.

   $22,982.85

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.

   $14,681/08 co-located ¾ of the year

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

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

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

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

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

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

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

7. Please indicate total fair market value of donated equipment. **N/A**

8. Please indicate total fair market value of donated IT infrastructure and support. **N/A**

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
6,000 sq ft at N4th 4,000 sq ft at MDC 500 sq ft at Polk 10,500 total at 3 campuses	$13	$136,500

Alternate option:

Please indicate institution's building renewal and replacement allocation	
Please cite the source document for the amount:	

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2023-2024.

Source	Amount
APS Grant (Adult Ed)	$66,000
Pathways Grant	$60,00
Community School Grant	$150,000
ESSER III	$400,000
Perkins 5	$6,000

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2023-2024 fiscal year. **$0**

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
	$0

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.

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.