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

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

**2023-2024**

Please email reports in PDF form to:

adult.education@hed.nm.gov

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

**Reporting Deadline**
**September 3, 2024**

(Please email your reports to adult.education@hed.nm.gov no later than 5:00 p.m. on the due date.)

# Annual Program Report
# 2023-2024

**Please note:** You *must* complete every relevant section of this report template. If you do not fully complete any section list below, the report will be returned to you for completion and resubmission. Failure to complete any section jeopardizes our ability to do time-sensitive reporting to state and federal oversight bodies.

## Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (Curriculum and Instruction)
- ☐ Complete Section VII (IELCE- **Only Complete if Applicable**)
- ☐ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only **Complete if Applicable**)
- ☐ Complete Section IX (Fiscal Survey)
- ☐ Complete Section X (Staff Information)

# New Mexico Adult Education Local Program Annual Report 2023-2024

NMHED AE Division provides this template and guidelines for local programs to report 2023-2024 program year information. The annual reporting process helps the NMHED AE Division aggregate program information for reporting to the U.S. Department of Education and to state entities.

## General Instructions:

Please read the following instructions carefully before beginning to write your report.

1. Please answer the *full* question that is asked. If a question has sub-questions or multiple questions in the item, answer each question. We ask questions in most cases because we must report this information to the federal government in the coming months. If you don't answer part of a question, then we can't fulfill our reporting obligations and will have to request that you immediately complete the form.
2. Do not skip any relevant section (e.g., sections IV and sections IX, X, and XI, which are relevant to everyone). If you skip any section, we will return your report to you and ask you to complete it, get it signed again, and resubmit.
3. Type your report and use *single spacing* in your narrative responses.
4. While we require your answers to be complete, we ask that they also be concise. We are looking for information pertinent to the question, but we don't need sections cut and pasted from your application or other sources. Answering in a concise manner benefits you (not so much writing!) and benefits us (not so much reading!). We use these reports a lot throughout the year and need to be able to find the key information quickly.
5. We know that some of you feel uncomfortable about reporting staff information in Section X. While we understand the reasons for this, we *must* have this information to report to OCTAE and to answer questions that OCTAE asks of us throughout the year. *Do not skip this section.* To make it easier for you to complete this section, we have removed the column in Section X that asked for the staff member's name. We will also redact the information before posting the report on HED's website, just as we have done for the last couple years. Finally, if you really need to, you can submit Section X as a separate PDF *at the exact same time* you submit the PDF of your completed report. That way, you don't have to rely on us to redact the info, as it will not be included in the PDF of your annual report. Contact Amber with any questions.
6. You do not have to attach NRS tables.
7. You do not have to attach your MOU/IFA. We are in the process of working with programs to understand these roles and responsibilities and will solicit the MOUs/IFAs separately later once we have completed this process.
8. As you write, please keep in mind that we post these reports publicly on the HED website. As mentioned previously, we will redact/not include Section X.
9. Please meet the deadline of **September 3**. Shortly after that, we start our reporting to OCTAE and NRS.

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

**Annual Program Report**
**Cover Page**

| | |
|---|---|
| Program Name: | **Adult Education** |
| Institution or Organization: | **New Mexico Junior College** |
| Address: ___ | **5317 Lovington Hwy** |
| City: | **Hobbs** |
| County: | **Lea** |
| Zip: | **88240** |
| Main Phone: | **575-492-2630** |
| Website: | **https://www.nmjc.edu/community/adult_education/index.aspx** |
| Social Media: | **https://www.facebook.com/NewMexicoJC/** |
| | |
| Workforce Region(s) Served: | **Eastern** |
| New Mexico Counties Served: | **Lea** |
| Submission Date: | |
| Program Director, Manager, or Coordinator Name and Title: | **Kathleen Ferrell, Director** |
| Contact Information: | Phone(s): **575-492-2630** |
| | Email: **Kferrell@nmjc.edu** |
| Alternate Contact Name and Title: | **Dianne Marquez** |
| Contact Information: | Phone(s): **575-492-2841** |
| | Email: **Dmarquez@nmjc.edu** |

_____     _____
Signature of the Chief Executive Officer or Designee          /DATE

8/19/24

**Dr. Derek Moore, President**
**Typed Name and Title:**

# Section I. Program Narrative Report

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

*NMJC AE program provides services to individuals 16 and older, (16 & 17 with UPF) to assist in skills development of Reading, Writing and Mathematics towards a High School Equivalent (HSE) certificate, as well as development of English skills as a Second Language, to increase proficiency necessary to their job performance, family and in society. The program also offers the National External Diploma Program as an alternative path to an HSE as well as Civics education towards Citizenship preparation as needed and as staffing allows.*

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.

*NMJC AE experienced significant challenges in hiring full time staff as well as part-time instructors. For instructors, we have found the most success in hiring retired teachers since they most likely have a supplement income. However, many that might have been interested in our program have returned to public education as we cannot compete with their pay and benefits. A significant challenge has been in trying to hire a full-time coordinator to assist with Career Pathways and IET planning. We have had the position listed for months but have not been successful in hiring this individual mostly due to the low pay compared to public schools or private sector opportunities. My goal for this program is to provide caring staff and instructors that understand the struggles and barriers our students face and be a support and encouragement to assist them through this journey to their next goal.*

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?

*All NMJC AE classes now integrate digital skills in addition to their classroom curriculum. ESL, Citizenship and HSE Language/Reading have incorporated Burlington English and Ellii which have had tremendous growth for students learning the English language. HSE Math offers students a choice between traditional book learning and online software using Essential Education. Asynchronous learning has been attempted repeatedly with failed results. Instructors and staff stayed in contact with the students to encourage and support distance learning, but this venture has not been successful for the NMJC AE program. However, to continue supporting digital literacy, we made the requirement that students must attend an in-person class to have access to their on-line platforms and are encouraged to use the software outside of class as well, creating a hybrid learning environment. In follow-up student surveys, the students are responding with positive feedback towards this practice. Digital learning is, also, incorporated in the class through learning and practicing research activities that relate to daily life skills such as looking up items, creating and using email, Google products and the available access through any device.*

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.

*NMJC AE has a formal partnership with the EAWDB and an excellent working relationship. The program director serves on the One-Stop committee and the EAWD board, participating in monthly and quarterly meetings. The EAWDB director has been extremely helpful in searching for ways to engage AE with Workforce activities as well as seeking input from all area directors.*
*A formal MOU is also in place with Southern Heights Elementary (Hobbs Public Schools) to assist with education towards HSE or ESL for their students' parents.*
*Informal referral/partnerships are in place with CYFD, ISD, Lea County Guidance center (mental health), DWI, Opportunity House (re-entry program), Option (domestic violence), Lea County Public Defender's office, NMJC counseling/advisement, NMJC SOAR (student assistance program). These partnerships are predominately referral based with follow-up conversations to best serve student needs.*

*The Lovington Methodist church has opened its doors to allow NMJC AE ESL classes to be held in their facility for both AM and PM classes with no charge to the program.*

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?
*The PL priorities for our program are to increase student retention to post-testing, increase MSG's for both Tbl 4 and 5.*

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?
*The instructors have commented on TBR as their most memorable experience and have mentioned to me things they have implemented in their classrooms.*
*For myself, the LEAD institute helped me focus on my leadership style and where to address change as well as an intense review of our program practices and outcomes.*

c.  What were your main successes and challenges in implementing your PL Plan?
*We have just begun to implement the PL learned from the LEAD institute. The Director has met with the State Data Director and implemented some immediate changes in enrollment practices and are also looking at changes in testing strategies.*

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, the instructors see the need for PD and are grateful they will be compensated for their time.*

## 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)          \_\_335_____

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD)          \_\_\_26_____

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)          \_\_\_\_74%_____

| 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% | 45.45 | 43.03 |
| Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A | 26.0% | 32% | 36.84 | 66.67 |
| Employment Second Quarter After Exit | 24.0% | 42% | 42.41 | 40.42 |

| | | | | |
|---|---|---|---|---|
| (Table 5, first row of column G) | | | | |
| Employment Fourth Quarter After Exit (Table 5, second row of column G) | 25.0% | 42% | 32.99 | 45.66 |
| Median Earnings Second Quarter After Exit (Table 5, third row of column G) | $3,750 | $4,500 | 6760 | 6228.12 |

## 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.
*NMJC AE has a 4-step process for class enrollment. At the completion of these steps, students are enrolled in an AE class and added to the LACES database. Students who do not complete the steps are encouraged to enroll at a later date when they are able to commit to class completion. This process allows students to begin classes when it is most beneficial to their life situations. In FY23 the retention rate was 72% compared to FY24 which is 93%.*

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.
*With the steps previously mentioned, students are more likely to complete their classes resulting in a more positive and successful experience. These steps have also proven to be highly effective in positive post-test rates which were 54% in FY23 and increased to 74% in FY24.*

2. 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.
*NMJC AE program met and exceeded all Federal negotiated targets, as well as met and exceeded all but one State target. That target being 2nd quarter follow-up to employment. For our program, collecting information for Table 5 has been an overwhelming challenge as 48% of our students do not have an SSN. Each year staff, spend valuable office and class time, calling students to obtain the NRS required information and are often met with phone number and email address changes, students not answering or returning voicemails and/or students refusing to share the information*

3. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?
*As previously mentioned, NMJC AE met Federal but not State target of 2nd quarter employment follow-up information. However, NM is fortunate to have many highly effective programs! NMJC AE will continue to communicate with these programs in an effort to increase positive retention and MSG's. And in addition, will attend conferences outside NM to gain exposure to other successful programs and learn more about their positive practices as well.*

4. 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.==)
*NMJC AE program data did decrease slightly from the previous year's EFL gains and Second Quarter follow-up but increased in certificate attainment. Monthly check-ins with State Data director, Katya Backus, have been extremely valuable in keeping the program accountable and aware of data information. Through her guidance our retention rate increased significantly, and we look forward to improving our MSG's by implementing some program changes.*

5. 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

# New Mexico Adult Education Local Program Annual Report 2023-2024

continuous improvement.

*The State offerings of LACES training and Data Corner in tandem with the monthly checkups have been instrumental in keeping the data mindful and alert to potential problem areas. Running Dashboard reports are helpful in pointing to specific areas that might need to be addressed, as well as a reminder of the follow-up surveys needed. The director has met with the State Data Director to schedule continuous program review meetings in an effort to make immediate changes to enhance our performance.*

*Moving forward, NMJC AE will attend Data and LACES trainings, visit with other programs for best practices, and continue to contact students for follow-up surveys.*

## 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 | 361 | 0, we used state funds | 0, we used state funds |
| Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs | Career Service | 361 | 0, we used state funds | 0, we used state funds |
| Referrals to and coordination of activities with other programs and services. | Career Service | 112 | 0, we used state funds | 0, we used state funds |
| 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 | 69 | 0, we used state funds | 0, we used state funds |
| 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 | Career Service | 69 | 0, we used state funds | 0, we used state funds |

| benefits; EITC; assistance under TANF, and other supportive services and transportation) | | | | |
|---|---|---|---|---|
| **Total:** | | 361 | * | |
| Integrated Education and Training (IET) programs | Training Service | 2 | 0, we used Title 1 funds | 0, we used Title 1 funds |

**\*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.

*The director serves on the EAWDB; local One Stop committee, served on the youth committee; attends board and committee meeting; attended the Youth Conference, as well as partner meetings and trainings. The EAWDB and local Workforce program are wonderful and fully committed to assisting referred participants.*

*Throughout their participation, students are offered workforce services such as employment, job training, resume building, interview skills…. With student approval, a referral is made to the appropriate division/person stating the request. A Workforce staff member acknowledges the referral and contacts the participant. As students complete their HSE, the director sends a Next Steps email with exiting information, including college & career and Workforce services as they continue their education, training or employment.*

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?

*NMJC AE is very appreciative of our local Workforce office as they have made themselves available to the AE program, staff and students! The local office has assisted students with transportation and childcare needs, internet access, technology support and the Entrepreneurial program.*

*The greatest challenge has been with follow-ups of the referral process, and in return, having enough staff to devote time to track and record the activity of those individuals.*

## 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.

*High School Equivalent students are given an application with Career Assessments, then meet individually with a staff member to discuss career interests and opportunities. The Workforce also presents their services during HSE orientations. All AE students are referred to WIOA One Stop for individualized needs, NMJC Small Business Administration, NMJC Workforce Development and/or college advisors as appropriate.*

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)       3

3.   What percentage of your NRS students participated in IET programs       .01
(use 2 and number of NRS participants from Section II)

4. Enter MSG rate of your IET participants           \_\_\_\_100_____
(Table 11, sum of first 5 rows of column G)

5. Discuss successes, challenges, and lessons learned from IET programming this year.
*NMJC AE has had difficulty in creating successful IET programs as each individual has a different career goal.*

## 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 must complete a 4-step process to be enrolled in a class.*
*HSE: Math, Language, Reading (when available), NEDP*
*-First interview: students receive program information, attendance policies, hours requirement and post-testing, approximate duration, rigor of the official test and discussion of, step 2, TABE testing as an academic snapshot and starting point. Partner programs are presented, and referrals are made as desired.*
*-Testing: Students complete the program Intake, Ferpa, participation agreement, needs survey, register for TABE and receive test username and password. A testing date and time is scheduled as well as a date and time for them to receive their results.*
*-Orientation: Students are given an Application with Career Exploration assessments, program and attendance policies with questions that cause them to think about goals, motivation and possible barriers to completing their HSE. Partnering agencies present their services (in the AM orientation only).*
*-Final interview: Students bring their completed Application where a staff member discusses career assessments and interests. Referrals will be made as desired/needed. For students who have completed all steps, class date and times are assigned.*
*\*PY24 program change will be to have students attend orientation and then take the assessment.*

*ESL: Levels 1, 2, 3, Transition Reading; Citizenship (dependent upon student interest and teacher availability)*
*-First interview: students receive program information, attendance policies, hours requirement and required post-testing, and discussion of the two-day orientation.*
*-Day 1: Students are given program information, attendance policies, hours requirement and required post-testing. Students are given the TABE Clase-E Locator test to determine English level.*
*-Day 2: Students are given their level test (according to their locator) and given a date to complete their enrollment.*
*- Enrollment: Students receive TABE Clase-E scores. For students who have completed all steps, class date and times are assigned.*

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.
*HSE: Classes meet four days each week; 2 hours per subject; in 5- five-week cycles to acquire the recommended 40 hours then posttest. Classes are offered in Hobbs; both in the morning and evening to accommodate childcare, transportation and/or work needs.*
*ESL: Classes meet two days each week; 2 hours per class; in 2- 14–16-week semesters. Classes are offered in Hobbs and Lovington; both in the morning and evening (with teacher availability); both in the morning and evening to accommodate childcare, transportation and/or work needs.*

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.

*Program staff offer: Zoom and technology support; Career exploration; referrals to NMJC Workforce Development, local Workforce Solutions, DVR, Head Start, ISD, CYFD, Option (Women's abuse), Opportunity House (re-entry program), Sheri's House of Hope (Long term women's shelter), Guidance Center of Lea County (mental health), Humphrey House (youth shelter)*

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.

*NMJC AE uses curriculum supported by CCRS standards in all programs provided. The following are Resources with links to CCRS, Common Core, HiSET and GED correlations curriculum used. [1] Math Sense resources. (n.d.) New Readers Press. Retrieved March 23, 2021, from* https://www.newreaderspress.com/math-sense#productDetail *resources*

[2]*Scoreboost for TABE mathematics resources (n.d.) New Readers Press. Retrieved March 23, 2021, from* https://www.newreaderspress.com/scoreboost-for-tabe-mathematics#productDetail *resources*

[3]*Common Core Basic and Achieve (n.d.) McGraw Hill. Retrieved March 23, 2021, from* https://www.mhed ucation.com/learning-science.tab-what-is-learnine-science.html#

[4] *TABE Mastery Language resources. (n.d.) New Readers Press. Retrieved March 23, 2021, from* https://www.newreaderspress.com/tabe-mastery-language#productDetail *resources*

*Scoreboost for TABE Language resources. (n.d.) New Readers Press. Retrieved March 23, 2021, from* https://www.newreaderspress.com/scoreboost-for-tabe-language#productDetail *resources*

[6]*Thompson (n.d.) Mockingbird Education resources.* https://mockingbirdeducation.com/methodology/ *Retrieved March 23, 2021 from* https://mockingbirdeducation.com/methodology/

*Kaplan Test Prep: Strategies, Practice and Review.* https://www.kaptest.com/ged *Retrieved April 6, 2021 from* https://www.kaptest.com/ged

*Molinsky (n.d.) Side by Side resources. Retrieved March 23 2021.* https://www.pearson.com/english/catalogue/general-english/side-by-side-plus.html

*Murphy (n.d) Challenger Reading Series resources. Retrieved March 23 2021 from, Levels 1-4* https://www.newreaderspress.com/challenger-levels-1-4#productDetail *resources Levels 5-8* https://www.newreaderspress.com/challenzer-levels-5-8#productDetail *resources* [10] *Focus on Phonics (n.d.) New Readers Press Retrieved March 23, 2021 from,* https://www.newreaderspress.com/focus-on-phonics#productDetail *resources*

[11]*Scoreboost for TABE Reading resources. (n.d.) New Readers Press Retrieved March 23, 2021, from* https://www.newreaderspress.com/scoreboost-tabe#productDetail *resources*

[12] *Buriington English (n.d.)* https://www.burlingtonenglish.com/ *Retrieved March 23, 2021 from,* https://www.burlingtonenglish.com/about-us-2/

[13]*Coleman, D., Pimental, S. & Zimba, J. (2018). Three Core Shifts to Deliver on the Promise of the Common Core State Standards in Literacy and Math.* https://acheivethecore.org

[14]*United State Citizenship and Immigration Services (n.d.)* https://www.uscis.gov/ *Retrieved April 6, 2021 from,* https://www.uscis.gov/citizenship

[15] *Pass the Test (n.d) New Readers Press. Retrieved April 6, 2021 from,* https://www.newreaderspress.com/esl-citizenship/citizenship/citizenship-passing-the-test?page=l

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.

*NMJC AE program design is structured with NRS guidelines in mind and seeking mentoring from other successful AE programs. The 4 steps to enrollment were implemented to help students determine commitment to their session before enrolling in their class. This process has assisted the program in its 93% retention rate. Class sessions are designed to acquire the recommended assessment hours of 40 with post testing to end the session, with AM and PM class offerings to accommodate student schedules. The attendance policy is designed to help students understand the importance of class attendance towards continued funding. A consistent concern shared by students is that online classes do not work for them. With that in mind and our own program experience, in person classes are offered to allow students access to an instructor, and accountability of a place to be and time to be there. Staff are trained with the State and Federal requirements and the importance of continued funding in mind. With this knowledge they are more supportive and engaged with student retention and growth.*

## 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.

## 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.

   0

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.

   $102.26

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

| Total hours contributed | Fair Market Value per Hour | Total |
|---|---|---|
| N/A | | |

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

| Total hours contributed | Fair Market Value per Hour | Total |
|---|---|---|
| N/A | | |

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

| Total hours contributed | Fair Market Value per Hour | Total |
|---|---|---|
| N/A | | |

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.

   0

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

   0

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 |
|---|---|---|
| NMJC Main Campus ~ 1320<br>Hobbs Literacy Center ~ 3352<br>Lovington Methodist Church ~ 475 | $15.36 | 20,275.2<br>51,486.72<br>7,296 |

**Alternate option:**

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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 |
|--------|--------|
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |
|        |        |

### B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

| AEFLA allowable activity | Amount |
|--------------------------|--------|
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |

**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.