

New Mexico Adult Education Local Program Annual Report 2022-2023

Annual Program Report Cover Page

Program Name:	NMSU – Grants Adult Education	
Institution or Organization:	New Mexico State University	
Address:	1500 N. Third St.	
City:	Grants	
County:	Cibola	
Zip:	87020	
Main Phone:	505 287-6678	
Website:	NMSU Grants New Mexico State University	
Social Media:	NMSU Grants Campus Grants NM Facebook	
Workforce Region(s) Served:	Northern	
New Mexico Counties Served:	Cibola and McKinley counties	
Submission Date:		
Program Director, Manager, or Coordinator Name and Title:	Christy Lochrie, ABE Program Manager	
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Marlene Chavez-Toivanen

Signature of the Chief Executive Officer or Designee

DATE

Dr. Marlene Chavez-Toivanen, Vice President for Academic Affairs
& Associate Campus Director

Typed Name and Title:

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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.

NMSU-Grants Adult Education primarily serves students in the Northwest Region of New Mexico. Our program includes both high school equivalency and English as a second language offerings.

The student population mostly lives in rural to frontier areas in and around Cibola and McKinley Counties. Some of these areas are among the most remote and sparsely populated places in the United States. While the City of Grants, the county seat with a population of some 9,000 people, enjoys a grocery store, a small hospital and a small big-box retailer, most residents in the region must travel an hour or more to reach these necessities – including Adult Education. Roads become impassible with rain and snow in the high desert and mountain areas, and internet and basic necessities, such as electricity and running water, can be difficult for residents to secure in outlying areas. All of this conspires to create living and transportation challenges. All of it is made worse by a poverty rate in Cibola County of 27 percent with some 20 percent of the population lacking a high school equivalency. Meanwhile, 17.4 percent of McKinley County residents have not earned a high school equivalency and 30 percent of residents live in poverty. For comparison, Census data shows that 8.9 percent of U.S. residents lack a high school diploma and 11.4 percent of the population lives in poverty.

Our program demographics show American Indians represent 44 percent of our student population, Hispanics and Latino students make up 38 percent and the remaining students are white, more than one race or Black. Interestingly, women comprise the bulk of our students at 72 percent.

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.

Staffing changes and learning curves played a big role in our last fiscal year. As a new director, I've now held the position for one complete year. During this time, we have made program adjustments and experienced staffing changes.

As a new director, I spent a good deal of time observing the program, listening to instructor and student concerns, and working to form a cohesive department. This presented its challenges and rewards. As a new leader who isn't local to the area, I met a fair bit of resistance from support staff, especially when it came to implementing much-needed, post-COVID program changes. Those challenges threatened the program at times, especially when I was forced to divert my energies from the program's needs to deal with personnel issues.

In terms of program changes, we've made adjustments in an effort to both foster student buy in and plan for overall student success. Previously, students who wished to enroll in adult education needed only to complete an online enrollment form and take TABE tests, also online and at home. Students could also collect an exorbitant number of study hours by passing mastery quizzes in Google Classroom. Students

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never had to step foot in Adult Education on the NMSU-Grants campus. Unfortunately, this led to the enrollment of students whose goals weren't always in alignment with earning an HSE. For a number of students, the goal and objective seemed to be simply enrolling in our program. As a result, our instructors were often tasked with trying to contact and track down students who weren't committed to their education. As one instructor put it, it felt as if we were bill collectors. Students hung up on our calls, blocked our phone numbers and avoided us until they were no longer NRS participants, at which time some often re-enrolled. Meanwhile, students who did want to earn an HSE often found themselves flustered and confused trying to navigate online instruction. Needless to say, this was confusing and baffling for our team and wasted precious resources.

To better align our resources with the program's intentions and objectives, I created a new-student orientation and required all new students to attend. Our instructors also requested that any student who is absent from the program for a month or longer be required to attend a new-student orientation before resuming their studies. The purpose of the orientation is multi-faceted: First, to show students a roadmap for earning an HSE, to work through barriers – both internal and external – to cultivate student buy-in by coming to campus and, finally, to foster a sense of belonging and inclusion on campus.

This change made a difference.

While many of our existing students have been in the program off and on for 10 to 15 years, the orientations have become a touchstone. With an understanding of how to navigate the program and how to reach goals and objectives, students who are committed to their education have hope and a plan. And students who don't yet have the commitment know they can join when they're ready. This has reduced stress on instructors, who often found themselves chasing down reluctant learners. Instructors are now able to focus their energies and attention on students who are actively engaged in their education.

To be fair, the orientations could be viewed as a barrier of sorts. Some students continually sign up for orientations, but never turn up for the sessions. But rather than a barrier, I prefer to view this as empowering adults to make educational choices. If a student isn't committed to attending an in-person orientation, followed by in-person TABE testing, I hold little hope that the student will attend classes, take post-tests or schedule and complete GED tests. In the future, I would like to have satellite centers, possibly at reservation Chapter Houses, which will help to shore up transportation issues. But until we're able to do so, our present process seems like the best possible use of finite resources and personnel.

When it comes to staffing issues, we, like other centers, have had challenges. We lost an amazing instructor when she earned a much-deserved promotion to Title 5 Director on campus. While I was able to quickly hire a part-time replacement instructor, that ultimately didn't work out. Consequently, our two remaining part-time instructors stepped up to fill the instruction void.

In an effort to staff our center, I created and distributed employment fliers around campus, around town and via social media. I also attended the local farmers' market and talked with people in the community about our region's challenges and students' needs. As a result, I'm happy to report, I have secured two well-qualified part-time instructors who will work with our students in the new fiscal year.

With the funding for a full-time instructor in the next fiscal year, I'm hopeful that can further expand our reach and serve the area residents who need our services.

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?

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At the start of the fiscal year, when I began in my present role, instructors and students primarily used an in-house created Google classroom with corresponding paper packets for instruction. While useful during the pandemic, it presented a number of intrinsic issues: maintenance, differing instructional styles that didn't always mesh well with a static system, far too many hours logged for student work, and an unreasonable student expectation that by clicking a few buttons, they were on the path toward earning a high school equivalency. While it could appear on the surface that offering fully online instruction had the potential to remove barriers, it instead seemed to create a student body who became discouraged, were unengaged or had motives for program enrollment that weren't aligned with earning a high school equivalency.

While we still have the legacy Google classroom and its corresponding packets, just one instructor now uses it and she's in the process of migrating away from it. In its place, through differentiated instruction, our instructors work with students using Essential Education, Aztec GED Flash, Common Core textbooks, the aforementioned paper packets, New Readers' Press booklets, Study Buddies and more.

We encourage our students to attend in-person at least twice per week, so that instructors can help students when they don't understand concepts or get stuck. Instructors are also able to demonstrate much-needed digital literacy skills during class time. In the future, I also hope to add a digital literacy workshop to our ongoing student offerings.

To address digital equity concerns, I believe it's best to have satellite centers in Chapter Houses that enjoy internet service. A good number of residents who reside outside of Grants have limited to no Internet access and, in a good number of households, electricity and running water aren't always available. For these reasons and more, digital equity needs to begin with Internet access and accessibility.

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.

Formal MOUs:

- Northern Area Local Workforce Development Board

Informal partnerships with agreed upon processes and procedures for student referrals:

- Family and Child Education Program
- National Indian Youth Council
- Navajo Nation TANF
- Acoma Department of Education
- 13th Judicial District Treatment Court

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) _____ 87 _____

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) 49

Post-testing rate (Table 4B, last row of column B to number of NRS participants) 26

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%	32.58%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	61.11%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	36.26%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	49.47%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$3849.54

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.

Our program's NRS participants log in at 87 while our non-NRS participants come in at 49, for a total student count of 136. Our 36 percent of non-NRS participants is fairly high and reflects some of the barriers that our students face: Transportation, low income, long-term unemployment, single parenthood, low literacy and cultural barriers, to name a few.

When I began as director for the program, entry into adult education could be had with an online enrollment form and taking a TABE test, also online. Students were also permitted to work solely online and many never stepped foot on campus. As a result, many students weren't as committed to earning an HSE as one might hope and many dropped out of the program in short order. To help shore up this trend, we began requiring new students to attend an in-person orientation and schedule and take TABE tests in our on-campus testing center. This change, which we implemented in the spring of 2023, helped to improve buy-in among students. While we still lose students to the barriers they contend with on a daily basis, we are seeing improvements and we hope to see more going forward.

In the future, I hope to staff satellite centers in some of the more remote areas that we service, including chapter houses on reservations. Not only will this improve access to much-needed adult education and wrap-around services, but I believe the proximity and local staffing will go a long way to foster student buy in, add accountability and, of course, improve access to education and earning an HSE.

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.

While our current post-testing rate of 32.2 percent is far lower than our target rate of 50 percent for post testing, we're taking steps and strides to improve it. This involves a two-prong approach: Closely monitoring students who may be ready for post testing and improving retention rates, so that students aren't as likely to leave before they're able to achieve skill gains and credentials.

The monitoring comes via the Laces dashboard and entering attendance. While I began entering attendance for other programming reasons, I find that by doing this, I have a better handle on how our students are progressing and I can confer with instructors regarding post-test readiness. Since our instructors submit their attendance logs on a weekly basis and we also meet on a weekly basis to discuss program concerns and track students, the Laces attendance check starts the dialogue.

For the second point, retention, I believe that our onboarding process helps to ensure that students who do join our program are committed to earning their HSE and have an understanding of how to reach that goal. With a goal and plan in mind, student retention should improve. Also, with the addition of more instructors and more day and evening

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offerings, we have a greater opportunity to accommodate students and, with the added instructors, we'll improve both our retention and the post-test rate, which flows from student retention.

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.

While our Measurable Skill Gains logged in just shy of the negotiated performance of 33% with 32.58%, it's close to target. This is a vast improvement over our performance when it came to my attention in October, 2022 and it was roughly 5%, mostly owing to an improvement in post testing of eligible students.

Our Credential Attainment Rate comes in at a strong 61.11%, well ahead of the 25.7% negotiated performance.

Our Employment Second Quarter after Exit also had a strong showing at 36.26%, ahead of the 23% negotiated performance rate.

Our Employment at Fourth Quarter after exit was nearly double the negotiated performance level of 24% to finish at 49.47%.

Finally, our Median Earnings Second Quarter After Exit finished at \$3,849.54, which beats the negotiated measure of \$3,700.

While we continue to work on student retention, post testing and MSG gains and will improve all of these in the next fiscal year, we are able to help our students not only attain an HSE, but to also put the education to work with more employment opportunities and income. This is as a direct result of the work and passion that our instructors put into their classes and the lasting connections they make with our students.

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

As previously mentioned, we plan to improve MSGs with both student retention and active post testing. These are intertwined as our students must have enough study hours in order to post MSG gains and we are actively monitoring student attendance in order to capture those gains and help students to improve their skillsets while they work toward credential attainments.

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.)

As previously noted in the 2021 – 2022 annual report, we continue to see an uptick in women enrollment in our program. Once, we had a near 50/50 male to female enrollment.

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In the last fiscal year, women comprised 68 percent of our students. For the 2022 – 2023 FY, women made up 72 percent of our student body. This population uptick of women pursuing their HSE holds true even as our students return to campus and the classroom – and take advantage of wrap around services.

Meanwhile, we continue to see a downward trend in our overall student count. We actively work to increase our student population with regular orientations, community outreach, including radio, booths at the local farmers' market, working with our partners and posting fliers. To improve both student recruitment and retention, we also advise students about programs of study on campus and offer campus tours, including visits to classroom laboratories.

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.

As a relatively new director, I'm learning to use data to improve quality and efficacy of services. While our program is run with differentiated instruction and our educators teach all subjects, which is a departure from some programs, the rural make up of the area dictates our approach. To begin, our students take TABE test and our instructors use the results as a diagnostic tool to understand skills and abilities. Based upon TABE scores, students may either begin instruction or try an official practice test. With the OPT feedback and results, instructors are able to pinpoint and target areas for improvement, with the expressed goal of passing a specific HSE test and earning an HSE credential.

The same can be said of DRC reports for TABE results. All of this data informs how we work with students and pinpoint areas and content for instruction. It also gives student ownership in their educational journeys, since we're transparent about the goals and objectives and celebrate student successes, including MSGs from post-testing.

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	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs

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			Program Year 2022-2023	
Outreach, intake, and orientation information	Career Service	90	\$56.66	\$5,100
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	90	\$124.44	\$11,200
Referrals to and coordination of activities with other programs and services.	Career Service	11	\$58.00	\$638
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	\$48.00	\$1,200
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	50	\$45	\$2,250
Total:		266	*	\$20,388
Integrated Education and Training (IET) programs	Training Service	N/A	N/A	N/A

***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 met with our local Workforce Development Board on several occasions. There are invited to our new-student orientations and, when representatives do not attend, we include information about the Workforce Development Board and its services in both our orientation presentation and in our student handbook. When applicable, we also follow up with emails to our area representatives to get ensure that students are connected with services and 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

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education and literacy activities in 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?

Cibola County is plagued with poverty and a lack of educational attainment. Nearly 20 percent of our residents have not earned a high school diploma and poverty looms at nearly 27 percent – neighboring McKinley County has a 30 percent poverty rate. Meanwhile, nationally, some 11.4% of Americans live in poverty and 8.9% if Americans haven't earned their HSE. With these kinds of sobering statistics, our area residents desperately need educational assistance to earn their HSEs and they need the support of the local workforce.

Unfortunately, as was previously mentioned, much of the area that we serve is remote and sparsely populated, which makes serving residents a challenge. At present, our local workforce representatives spends one day per week in Grants, and we seldom see them on campus. They have a huge geographic area to cover, which makes it challenging to work with our student body, who are often struggling financially and can easily become derailed by their struggles.

To meet the needs of our students, the region may want to hire additional staff to work this remote part of the state, where the need is great and resources are sparse.

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Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 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.

While we do not currently have an IET or career planning program in place, we do touch upon this in our new-student orientation. During orientation, we discuss individual student goals, educational opportunities, WIOA training and job opportunities and scholarships, including the Opportunity Scholarship. Additionally, our instructors get to know students and their aspirations. Finally, I often introduce students to program directors on campus and give them the opportunity to meet instructors, see labs (for example, automotive and welding) and talk with current students, especially AE graduates. All of it is designed to help AE students see themselves in viable careers and see how their HSE fits into those bigger goals.

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 LINC S 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.

In the upcoming fiscal year, we plan to work to further develop an IET program to help support our students as they plan for their futures. At present, we cover next-step opportunities during our new-student orientations, individually in the classroom and during conversations with students about their aspirations. We often introduce students to program managers and take them on lab tours to help foster goals and steps to achieve those goals.

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.

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At the first point of contact, students are asked to fill out an enrollment form and sign up for a new-student orientation. Our orientations are offered twice per month, typically on Mondays, and include a campus tour with information about wrap-around services available on campus and an invitation to get a library card. All of this is designed to help students understand how to navigate Adult Education, foster a feeling of inclusiveness on campus and to consider post-graduation next steps.

As part of the orientation, students are asked to consider their reasons for wanting to earn their HSEs, are encouraged (but not required) to share and to think about potential obstacles they may face. As a group, we try to brainstorm solutions to those obstacles so that students will have the resources they need when they need it. Students also leave with a success guide that covers the information we discuss during the orientation.

During orientation, students sign up for TABE testing in our testing center. These tests typically take place on Thursdays and require the usual security checks. If needed, we can make alternative arrangements to Thursday testing.

Following TABE testing, which can sometimes take more than one testing session, students are matched with an instructor, usually based on the students' availability.

Finally, during our weekly instructors' meetings, we discuss the challenges and accomplishments of each student. Instructors facilitate this process by updating a spreadsheet about students, their scores and their progress.

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.

As previously mentioned, we work with differentiated instruction models. Rather than a class beginning and ending on a specific day and time, our instructors have posted class hours and work in an open-lab environment. The differentiated instruction allows students to work at their own pace and, if appropriate for the student, move quickly to complete their studies and move onto further education or job opportunities.

While students are assigned to a specific instructor, and they often develop trust and bonds, students can also work with other instructors if needed. We encourage our students to work in person with our instructors at least twice per week to maintain what they've learned and to progress in their studies. Students can also work independently, if they choose, outside of the classroom using a variety of program resources – Study Buddies, Essential Education, GED Flash, Google Classroom, packets, books, etc.

Instructors take notes on their students' progress, work with them to understand concepts and, as appropriate, encourage students to try practice tests or take post TABE tests, although the latter is typically after the director reviews study hours and has a readiness discussion with the instructor.

When it comes to passing GED tests, we celebrate students' successes as a team and post the names of graduates on an Adult Education bulletin board. We also post level gains on the same board. Our rationale for doing this is two-folded: To show new students that they, too, have the potential to succeed, and to build pride and resolve in the both the students who post gains and who earn their HSEs. It also helps instructors see how much their hard work matters in the world and in our program.

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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.

In terms of wrap-around services, our campus offers Small Wonders Childcare and The Aggie Cupboard, which is a food pantry that's available to the NMSU community, including Adult Education students. In our Success Guide, we also have a listing of area mental health resources, places to study – including Chapter Houses and libraries – other childcare options and WIOA and Indian Youth Council resources.

In terms of distance learning, our students have the option to supplement in-person learning with online resources, although Internet connections can be a real challenge in the remote areas we serve.

In the future, I would like to open AE branches in area Chapter Houses so that more students will have the opportunity to earn their HSEs, since transportation, the terrain and financial strains can be challenging for so many of our students.

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.

In terms of College and Career Readiness Standards, our lessons and modules align with College and Career Readiness standards and Webb's Depth of Knowledge. Resources include Essential Education, online and workbooks, Khan Academy, Breakthrough to Math, McGraw Hill's Reading Basics series, McGraw Hill's Common Core series, TABE skills workbooks, Study Buddy materials and others.

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.

Less a theoretical framework and more a management style, I rely on an eclectic background of both instruction and transparency. In the classroom, I've taught creative writing, ESL and adult education. In all instances, I relied heavily on student-centered instruction and autonomy to facilitate learning, growth and development. This background meshes well with the needs of adult learners, who have goals and objectives that they want to reach – with our help. We encourage and celebrate this autonomy, which helps to foster critical thinking skills and is vital to lifelong successes for our students.

From a management perspective, my 12 years as a print journalist comes into play as I bring everyone into decision-making processes and offer as much transparency to staff as I can. We openly talk about our program's challenges and triumphs and we keep the overall bigger picture in mind: That our objective is to help students earn their HSEs and learn English, in the case of ESL students, so they can get on their way and achieve their goals.

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I also believe in playing to strengths and not weaknesses as we continually develop our staff and program offerings. By playing to individual strengths, we are able to find solutions to challenges that we might not otherwise have had access to.

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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).

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

N/A
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.

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

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

(If your program did not provide these types of services in 2022-2023, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: N/A
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.

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.

\$20,388

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
0	0	0

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

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

5. Please indicate FY 2022-2023 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. (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.

\$900.00

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
1,900	\$1.19	\$1,139.77

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

Please cite the source document for the amount:

New Mexico Adult Education Local Program Annual Report 2022-2023

New Mexico Adult Education Local Program Annual Report 2022-2023

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.

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	