

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Annual Program Report Cover Page

Program Name:	Services for Native American Students	
Institution or Organization:	Southwestern Indian Polytechnic Institute	
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County:	Bernalillo	
Zip:	87184	
Main Phone:	1-800-586-SIPI	
Website:	www.SIPI.edu	
Social Media:	www.facebook.com/SIPINationalIndianCommunityCollege/	
Workforce Region(s) Served:	Central	
New Mexico Counties Served:	Bernalillo, McKinley, and Sandoval	
Submission Date:	September 1, 2023	
Program Director, Manager, or Coordinator Name and Title:	Christopher M. Harrington, Department Chair	
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TAMARAH PFEIFFER

Digitally signed by TAMARAH PFEIFFER  
Date: 2023.08.31 10:14:54 -06'00'

8/31/23

Signature of the Chief Executive Officer or Designee

DATE

Tamarah Pfeiffer, President

Typed Name and Title: Dr. Tamarah Pfeiffer, SIPI President

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## Section I. Program Narrative Report

- 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.**

The Southwestern Indian Polytechnic Institute is a national Native American tribal college that supports tribal communities across the country. The student population is exclusively Native American. The General Education building houses the Developmental Education Program classes for Adult Basic Education (ABE) and the High School Equivalency (HSE) students each academic year. Our program offers remedial English, math, and reading courses as well as high school equivalency preparation classes on a trimester schedule. The SIPI Adult Developmental Education Department seeks to ensure that students have every opportunity to be successful in achieving their individual goals.

The HSE program's main goal is to provide students with the basic educational and life skills required for preparation and completion of their High School Equivalency exam. A further program component titled "HSE bridge to college" was added this year with up to 6 weekly hours of content instruction and tutoring with each HSE student designed to facilitate HSE student's transition into SIPI degree programs. This was funded by the Native Students Stepping Forward Grant sponsored by the American Indian College Fund. SIPI's ABE program's goal are to prepare students to enter the workforce or retain employment and/or continue on to a degree or certificate program. The ability to better meet these goals of SIPI's ABE participants are aligned with SIPI's overall institutional mission and its commitment to develop long-term goals to ensure support and assistance to Tribal communities and support life-long learning.

SIPI's affirmation of the belief that each person's worth and dignity are of the utmost importance while attending our institution. SIPI believes that each individual student has the potential to impact the SIPI community, their home tribal community, and the global community is what compels SIPI to honor each student and their worth. Each program at SIPI, including the ABE program, has goals and learning objectives that are aligned with SIPI's overall institutional mission. The three ABE programs' paramount goals include: 1) assisting adults in becoming literate; 2) obtaining knowledge and skills necessary for employment and self-sufficiency; and 3) obtaining knowledge and skills necessary for entering and being successful in postsecondary training or education.

The conferring of educational skills necessary to complete their secondary school education is congruent with SIPI's mission as an associate degree-granting/certificate two-year College. The funds we receive as part of this grant as put forth to support this mission and to prepare students for lifelong learning and careers. SIPI is a national Native American college and serves all Native Americans who are members of federally recognized tribes across the country.

- 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.**

SIPI's institutional intention was to return to 100% in-person classes during the spring 2022 trimester, the December through February surge in the Omicron variant heavily impacted these classes as well. More than half of the ABE student population specifically requested online class participation which we offered alongside in-person participation, but contact tracing and high infection rates meant that almost every class would shift back and forth from online to in-person and many students over the past year have attended a significant portion of

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their in-person classes virtually via Zoom. This trend has continued through most of the last year though protocols with regard to classes experiencing a positive COVID tests have relaxed so that usually a class may only go virtual for a week after a student or staff tests positive. There were some immune-compromised instructors still teaching mostly virtual classes all this FY. There are about 10% of the AE/HSE student population that are fully DL and another 10% which may be virtual at any point in time.

Staffing-wise, there was very little change from the previous year. The faculty who fit their curriculum to online delivery and learned to deliver class instruction via Zoom were the same. However, the result of this entire year falling into a mode of rapid and continual need of flexibility to accommodate instructional modes changed dramatically and so did the way faculty structured their time and committed to substantial professional development activities. While there had been a need to develop new technology competencies in the previous year, this year has required that most of the ABE instructors normalized these competencies even further and presently all ABE/HSE are run as Hybrid or HyFlex classrooms. The technical competencies to maintain a “classroom” in which some students are socially distanced in person while others attend virtually from their laptops or smartphones while maintaining engagement and attention equally to all students required practice and technical equipment improvements. As we go forward into our upcoming year, the mixed delivery of curriculum in-person and online is becoming the new normal.

Further, SIPI has not seen a shift in the target population of students at SIPI since we serve Native American students from the entire United States with 85% residing in the Southwest, but there has been a major shift in the population served that was initiated during the first year of the pandemic. This shift involved many students who began their studies at SIPI when we were 100% online. We now know that a sizable proportion of students who were participating online from remote locations wished to study at SIPI but they did not, or could not, relocate to Albuquerque when classes returned to in-person. Institutionally we now are recognizing that we began serving students for whom online class offerings were essential and now we are instituting learning pathways to serve these students.

We also found that these students, often from rural communities, who began their ABE coursework at SIPI during the first year of the pandemic, have friends and neighbors whom they have told about their successful experience at SIPI. We are now starting up another year and discovering that a substantial proportion of new students are applying specifically for online class delivery. Many are householders with families to support who had previously given up on a college degree as simply not practical now seeing online classes from SIPI as a unique opportunity. While shifting and certifying degree program classes to online is a lengthy practice that will take years to complete the ABE department since our classes do not confer transferrable college credit is more flexible in being able to make this shift. This year and the upcoming years looks like ABE will take the lead in developing hybrid class protocols.

Our faculty is continuously utilizing new learning activities and modes that work in this environment and sharing successes as we improve our delivery of curriculum. Traditional distance learning practices before 2020 had never been considered a particularly good fit to the academic needs of most ABE students and most data indicated high stop-out rates plus relatively low effectiveness. However, SIPI has seen high retention of students and no decrease in educational gains over the past three years and it would make no sense to discontinue a study option that is working so well.

- 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? See the above response referring to the change in staff professional development priorities and the servicing of a new population of students (online dependent) about our response to the pandemic and our plans going forward.**

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We are at this instant registering new students for the Fall 2023 semester and every day up to 15% of the students who are applying to SIPI are wanting online classes. The Fall 2023 HSE class will have 25% of its students virtual for the entire semester. Previously, all of our students were either requesting dorm accommodations or relatively local commuters. This fall, our ABE/HSE classes are not formally designated as “online”, and all of these classes have an assigned classroom schedule at which time a teacher and some students may be present in this room. However, most instructors have created a “virtual attendance option” by running an active Zoom link during these class gatherings. In most cases, the students attending via Zoom are visible on a large smartboard while a camera will also feed an instructor and in-person student view into this. In this way, in-person students, teachers, and virtual attendees can interact and view the digital whiteboard. Our textbooks have shifted to e-textbooks so all the students have access to the same material via their various devices and all classroom and discussion submissions use BrightSpace as our classroom management software.

Digital equity has been a problem with our target population since the New Mexico Native communities are much less connected to the internet and also have much lower technology access. From the first dispersal of students in March of 2020, we have provided all of our students with laptops and digital WIFI hotspots. This is far short of establishing digital equity, but there are broadband expansion projects presently growing in New Mexico that may significantly expand broadband access across the state. In the past FY, SIPI used COVID support funds to create a technology access grant that gave all new students a financial grant of \$1500 that a student can use however they need to create personal internet access. This subsidy was given to all new ABE/HSE students this year, though it was ended due to recent funding cuts. Going forward, we are working on an alternative mode to make sure that 100% of our students have sufficient internet access to attend their class virtually if they so desire.

- 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.**

SIPI started working with the City of Albuquerque in spring of 2022 for internships, placing students who wanted to pursue an early childhood education career. In this FY, this relationship was formally increased so we are now can refer/sponsor HSE students and preparatory ABE level in a program to earn an ECE certification though an individualized online 45 hour training. This conferrers students completing this training with qualifications to work in an ECE facility as a student intern. SIPI has formed informal partnerships with community development programs such as with the American Indian Chamber of Commerce for internships, and the Cooperative Catalyst of NM for entrepreneurship training and assistance in students starting their own businesses both on and off the reservation. Students have also been participating in paid internships with the USDA funded Tribal College Research Grant Program in assisting with collecting and using data for the project. SIPI has also become a member a chapter member in the American Indigenous Business Leaders and has been working with the organization to include students in developing business plans that were evaluated in a national competition. Even though, this was SIPI's first year in this partnership, the SIPI students earned a second place finish for their business plan presentation.

SIPI has also recently expanded its long term partnership with the National Indian Youth Council which is now assisting SIPI with placing students into internships including with the Public Service Company of New Mexico.

Other current SIPI partnerships include the following: The United Way of Albuquerque-as a member of the Higher Education Access & Success ECHO project, the Kellogg Foundation, Accion, NUSENDA, New Mexico Community College, University of New Mexico, New Mexico Highlands University, Navajo Technical

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University, American Indian Business League, and the SIPI Board of Regents to develop and facilitate the SIPI Business Entrepreneurship Incubator program. SIPI started a partnership during the pandemic with Alamo Navajo School with the SIPI HSE program to deliver remote learning opportunities for their HSE students. Presently we have several Alamo NS students in HSE every semester and recently this partnership agreement was duplicated at Fort Wingate HS.

SIPI is presently in discussion with community service centers in several rural locations that will provide most face-to-face student contact while SIPI provides content instruction and HiSET test preparation. This experiment grew out of lessons learned in delivering effective virtual HSE preparation for rural students across much of western New Mexico. Finally, SIPI worked with the New Mexico Workforce Connection of Central New Mexico to set up a satellite office on the SIPI campus. The SIPI and New Mexico Workforce Connections signed an MOU during the past FY and started staffing the office in July 2023.

## Section II. Core Indicators of Performance 2022-2023

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

Number of NRS participants in PY 2022-2023 (Table 4, last row of column B) 173

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) 11

Post-testing rate (Table 4B, last row of column B to number of NRS participants) 54/173

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%	38.4%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	40%* note LACES data inaccurate
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	49.4%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	53.3%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$4231

### **Section III. Evaluation of Program Effectiveness**

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

Because of the way SIPI's registration and enrollment is handle, we do not have Non-NRS participants. Students in this category that have less than 12 hours instruction mostly registered for classes (an intake was created), but then changed their mind and did not attend were recorded as prospective or left in the middle of the orientation/on boarding period. Students register for at least 12 hours of weekly class and thus the only way to have less than this is if they didn't attend at all.

The retention (when defined as staying at SIPI until they either completed their HSE or matriculated into a degree program) rate of our NRS students has generally been around 75% in any single trimester in the past. Students leave SIPI for many reasons both voluntary (wasn't what they wanted, they were unmotivated, attending class interfered with work or family responsibilities) and involuntary (student may be academically failing or they may have violated a social behavioral contract and been expelled). Both of these we affected by the pandemic though in some cases these decreased during the pandemic.

For example, in the past decade about 10% of HSE students left when they had violated behavior contract in the residence hall, but since there was no students in the dorms this number decreased. In the past year residence hall accommodations have been very limited and social distancing protocols resulted in no students leaving because of this issue. A further regular cause of students leaving were jobs that would not accommodate a student's class schedule, however both during and since the pandemic SIPI is offering several attendance options that reduce this factor in student stop outs.

We began a new protocol of recording student's transition from HSE/ABE into a post-secondary degree program just in the past year so it is difficult to examine this year's data as a trend but in the past FY just short of 50% of our students completed this transition and since this data includes students who have only completed a single trimester and are not academically ready to matriculate, plus students from the spring of 2023 who will only begin their post-secondary education in the upcoming year this percentage could be considered a minimum and retention until successful completion may be greater than 60%. The HSE program has only lost a single student in the past year as SIPI has dynamically created new options to work with students whose situations have changed from when they began. Every student who completed their HSE diploma has continued at SIPI except a single student who matriculated into a two year program in South Dakota.

- 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.**

We have had an ongoing problem with TABE assessment rates at SIPI that are created by an administrative conflict since SIPI ABE/HSE is part of the larger two-year institution. Our degree programs use Accuplacer as the initial assessment test and the SIPI assessment office does not administer the TABE test at all. Students are placed into ABE level classes based on their Accuplacer scores but since this is not a valid assessment faculty and staff in HSE/ABE become responsible for making sure that students complete their TABE test as their AE classes have already begun. SIPI administration has not created an assessment task force to assure that all AE students who are completing a trimester return for their TABE post-test. The students know that their promotion to the next level classes is contingent on their class grades rather than their TABE test scores so it is difficult to create significant incentive to force a student to TABE post-test

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and further this test period is often at the end of a trimester when the student is focusing on passing their individual AE classes and they don't have a strong incentive to post test at that time.

It is possible and we are working on creating a task force to develop new official SIPI ABR/HSE policy that will make this test vital to the student's ability to progress but that has not yet been empowered. Presently the SIPI ABE/HSE policy has not changed in the past decade so we are making do the best we can using the AE program manpower to get more complete assessment testing. The entire past year has been an institutional preparation for the upcoming HLC accreditation visit in September and we have assurances from SIPI administration that we will address the policies needed to increase our TABE testing and re-testing rates in the upcoming Fall.

**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.**

**Measurable Skill Gains:** As discussed later considering issues in data collection around obtaining pre- and post-test TABE scores each semester we have had difficulty collecting these scores for the percentage of students we are committed to assessing, but from those who we have managed to test we have exceeded the target performance goals by nearly 5%.

**Credential attainment rate:** First there is a problem with the data recorded in LACES since the value on table 5 reports only 10%. There was a transition in vendors of HiSET last winter from ETS to PSI and none of the 4 student who attained their HSE this spring were recorded via data matching. I have reported this issue to Katya and I corrected the percentage using the known graduate list.

Further, while this percentage exceeded the target commitment, this number is a decrease from SIPI's pre-pandemic successes in the HSE program. There has been continual difficulties for remote students to complete HiSET at Home testing because of test administration problems. We have been forced to return to in-person testing at various Albuquerque test centers, but we now have several remote HSE participants from Alamo and Dulce as well as one student who returned home to South Dakota. We are working to finish this testing for many of this year's students and are targeting to attain the 80% credential attainment rate we reached pre-pandemic.

**Employment 2<sup>nd</sup> and 4<sup>th</sup> quarter:** These percentages both exceed the targets though there is some problem with these numbers meaning they are still probably an underestimate. We had previously coded all of our transitional level classes as 9<sup>th</sup> grade or higher instructional levels and only found out last year that this placed students into the denominator of these percentages resulting in an underestimate. We corrected the LACES coding for last fiscal year, but this value was also coded into the previous fiscal year and many students included in this statistic were from this previous year. By next year, this estimate will be more accurate of our student outcomes. We have almost doubled the rate of the performance goals and note that the students in these datasets were from 2020 & 2021 when we had created a new format Career and College Success class that we feel were contributing to these increasing employment percentage numbers even though this class was disrupted by the pandemic in its first couple of deliveries.

**Median Earnings:** Our students exceeded the \$3700 target as well earning on average \$500/month more than the median target income. It is hoped that this is a continuing trend. Many more of our students have been working both while being a student and after leaving our program. This has been partially an artifact of our greater level of online participation because pre-pandemic a large portion of our student lived in our

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campus dormitories while studying and most of these students do not maintain employment from this residential setting. The pivot to many distant learning online students resulted in many participating while simultaneously working. These students many not have improved their employment level in two semester but they are maintaining work that they already had. Conversations with many students about their pandemic mindset is that they might have greater anxiety about their personal finances and they are exerting more effort to find and maintain employment.

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

As discussed above, the single most important strategy for improving our TABE post-testing rate will require a major policy change hopefully recommended by the soon to formed task force at SIPI in the 2023-2024 FY. We hope to switch SIPI from using the Accuplacer to the TABE test for all assessment testing. We further hope to encourage SIPI to establish an assessment office independent of administering the TABE test with manpower from the AE instructional ranks.

### **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.)**

We have had a steady increase of our 1 and 2-year employment figures over the past five years, and the median earned income of our students has increased as well. Some of this gain can be ascribed to the pandemic and post-pandemic economy but we feel that our Career and College Success class is helping with this also. We have just started working with Department of Workforce Solutions and presently have a full time representative from DWS in the SIPI One-Stop.

We have improved our retention rate and our successful transition of AB/HSE students into post-secondary SIPI programs is at least 50% with a goal to increase this even more.

We have instituted a “HSE Bridge to College” program last year and will be adding a HSE success coach staff position in the upcoming year. Our goal is that every student who comes into the HSE program will earn their HSE diploma.

However, SIPI’s enrollment in the ABE programs has fallen dramatically this year, being down 25% even from the first pandemic year. (262 in 2020, 246 in 2021, and 200 in 2022 and now 173) As discussed elsewhere in this report, the return to in-person classes has been sporadic with starts, expansions, and retreats. The one program that has just now returned to pre-pandemic numbers is the HSE class in Fall of 2023, but note that while the numbers are back to 2020 presently  $\frac{1}{4}$  of these students are participating virtually.

A new trend for SIPI, which has traditionally had very little online ABE content, is that about 20% of the new student population is requesting an online learning option. Partially, this results from a change in the population served by SIPI as a fully online curriculum allowed student who because of family commitments would not have been able to relocate to Albuquerque to take classes. This allowed many students, most often mothers with young children to participate in classes virtually. There are still serious glitches in the HSE virtual test administration. This lack of consistency in administration of virtual testing was sometimes off-putting to our HiSET students, but we anticipate that as virtual testing competes with in-person assessment that these problem will be ironed out. We intend to incorporate the virtual proctored HSE test as a regular approach, which may facilitate our ability to deliver HSE certification to students for whom moving to Albuquerque would not be possible.

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**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.**

The data collection process and our student population for the 2022-23 FY and in 21-22 has been profoundly impacted by COVID-19. This makes it difficult to compare these year's numbers with previous years trends. Many of the partnerships and meeting times we had before the pandemic has had to take a back seat to devoting more one on one time with our students. In the first half of this year, our total NRS student count decreased 25% after several years of slow, but steady pre-pandemic increase.

Continuing issues with TABE assessment are impacting our ability to collect this most important data set this year. Previous to COVID restriction, using multiple computer labs and a few proctors allowed up to 75 students per day to be assessed during orientation week. The online proctoring environment allows a single proctor to observe at best eight students per day and in practice we average half this. Equipment requirements often result logistical issues that might take several attempts and multiple days to test a single student. SIPI eventually created and staffed an assessment team from resources in our orientation and counseling offices. There was a large learning curve. The rough estimate is that 10X more employee hours were invested in obtaining initial TABE assessments. Another aspect of data impacted by COVID-19 is that there was a substantial increase in our instructional hours per ABE student. Our classes use the same weekly contact hour format as before but it is difficult to determine if virtual instructional hours are as efficacious as in-person instruction. Students attending Zoom sessions may not be as engaged as in-person instruction allows. Finally, there are two components in the data on EFL gains, these numbers show that our percentage of students testing demonstrating EFL gains has increased to our highest level ever with 74% showing language skills gains and 52% showing math gains, but our ability to get students to post-test has decreased.

This indicates that the growing instructional proficiency with online instruction is working, that students are making comparable EFL gains as during in-person instruction. There may be an increase in total student hours as instructors add hours spent individualizing instruction that could have be incorporated with content delivery during in-person instruction. The problem of the online TABE testing absorbing much more time and effort has increased again in this year as we strive to increase post-test assessment. Students have class schedules that rarely allow them to finish a post-test in a single session. Contacting students and getting them to consistently show up for Zoom appointments for their TABE test often required many attempts and constant rescheduling. The gains demonstrated may partially have increased because there is so much effort to bring student and proctor together and student may apply significantly higher effort knowing they are being observed throughout the entire test period. Thus we have a significant decrease in our post-testing rate to 30% despite institutionally investing many more hours and effort in obtaining these tests. This upcoming year we are focusing on increasing the effort to implement a virtual TABE for all student intending to participate online and returning to in person testing for the bulk of our new students. SIPI will also be focusing on more early alert points to make sure students are getting the needed resources to be successful and to utilize more self-directed online services such as Essential Education and Aztec.

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	173	0	0
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	173	0	0
Referrals to and coordination of activities with other programs and services.	Career Service	99	\$5220.07	\$52.72
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	99	\$2000	\$20.21
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	173	0	0
<b>Total:</b>		99	\$7220.07	\$72.93
Integrated Education and Training (IET) programs	Training Service	0		

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

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

Last year SIPI was working with our local Department of Workforce Solutions on a MOU to allocate an office in our on campus One-Stop. This was completed in the spring of 2023 at which time DWS hired a staff person, Sonia Gomez, to staff this location full time. Presently, within the first month of being on campus, the office has already placed a SIPI students into paid pre-apprenticeship internship position. Also within the first month of operation, there were two HSE students and three AE students working through DWS referrals.

**2. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards>. How did your program align adult education and literacy activities in 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?**

Some of the specific areas that SIPI engages in with our students at that aligns with the Local plan include: Preparing a skilled and educated workforce, Increasing internships and apprenticeships opportunities, and Increasing economic self-sufficiency with financial literacy.

SIPI services the Native American population, which is specifically addressed in the plan. SIPI currently has students training in the culinary program while in ABE. This program specifically targets the hospitality area. SIPI also has been supporting Native student artist with the American Indian College Fund Visiting Artist Series to be able to produce and sell their art. Finally, SIPI has received a grant from the American Indian College Fund to pay internships for all HSE students. We are now requiring all HSE students, starting this trimester, to be in some form of internship training.

### 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.**

There are two main components of career planning and advising that Adult Education students encounter from their initial enrollment at SIPI. The first is our legacy student services one-stop that included a full-time career advisor and a first generation student support councilor. This office is not considered to be an AE specific support since it is targeted at all SIPI students both AE and degree status. The career counselors begin their interaction with all SIPI students from the first step in enrollment as this office administers the very first placement test that students take even before their enrollment is complete. This office establishes an ongoing career interest inventory with each student as they progress through SIPI programs. This office is responsible for the orientation and onboarding process for all new students and refers all students to various resources that the school has to help retain students experiencing challenges. Since the vast majority of students starting at SIPI (at least 70%) begin in AE this is a major resource for them, however this office is not funded as an AE entity. All of the programming and salary costs are drawn from the general college

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budget rather than from Federal ABE grants. This results in this important component of the AE structural support disappearing in our funding reports since no AE monies are needed to support it.

The second component of career planning and advising structurally built into our adult education program is a class/seminar weekly discussion gathering listed as a two credit Career and College Success class. Enrollment in this class is required for all first semester AE/HSE students and the curricula was designed specifically to cover the recommended topics from the past three years ongoing Career Pathways Initiative. The instructors in this class participated in all parts of the initiative and have been implementing recommended best practices in the constantly evolving curricula of this course.

Weekly topics are designed to make students aware of tasks and resources that can assist them in establishing their own career pathway. This course uses an e-textbook specifically edited for Native American students encountering the workplace culture and guides them to make their own informed decisions in the personal career pursuits. Learning objectives introduce students to the use of Workforce Solutions software and databases so they can develop a sense of agency in their career pathway. The tasks/projects that are assigned are meant to help students make the best use of the other career services that SIPI and our workforce partners have to offer. This program does appear within the AE programming budget since learning materials, software licenses, and some of the staffing salaries are drawn from various AE budget streams. This program is not an IET class though it helps to direct students to these programs.

**2. Training (IET) programs this year? No. If yes, please provide an Appendix to your report with the following information:**

- 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 checklist:**

[https://lincs.ed.gov/sites/default/files/IET\\_checklist508FINAL\\_0.pdf](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.**

As documented above, our institution is actively and continuously developing and piloting our IET programming. We are in both peer-to-peer collaboration with several other local ABE programs over their experience and methods of implementation of career path education. We have an active collaboration with individuals from a range of academic institutions such as CNM and UNM, plus community organizations like Catholic Charities and ABQ GED. Our collaboration has included mostly virtual meetings and discussions in the past year as each institution has had their own approach to confronting the COVID pandemic. This has resulted in a constant listening to each organization's experiences of successes and failures with their career pathways programs. These shared discussion environments have usually resulted in minor changes and improvements in our IET program development and the detail of its implementation. We are still working on coordination of our vocational tech program to integrate more closely with our AE programs to produce in-house IET. The plan is to implement these changes over the next year in coordination

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with advocating for some of the needed SIPI policy changes needed to make this process successful.

## **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.**

The orientation and onboarding of all SIPI students is managed by the academic and career counseling office that is part of the SIPI one-stop student services. There is not a separate onboarding for AE students from that of all new students that apply to SIPI. Each student begins their interaction with Mechelle Crazy Thunder who is also the school's career counselor. Student meet with her either in-person online and begin the discussion on their college and career interests. If the students are pursuing their HSE certificate they are then referred to James Snyder the HSE instructor and will have a discussion about how the HSE study program works, the preparation and testing components of these classes. The other AE students who already have a HS diploma will then be assessed using the Accuplacer test to allow their ABE advisor to set up their class schedule. This process involves either an in-person or virtual meeting with their advisor and we start the process of building a file on each individual student. This is usually the point where student will fill out and sometimes discuss the various items on the New Mexico state ABE intake forms.

During the period of 3 or 4 days before the semester starts, onboarding for students starts who will be residents in the dormitories as they move in and get established in these facilities. There are several days of both large group activities where students and their parent may meet the SIPI faculty and get a chance to hear about the various degree programs offered at SIPI. There are often activities during this time such as a scavenger hunt as a student completes tasks that force them to become familiar with the SIPI campus and they will learn where the various student support services are housed. There will be at least one day with a large lunchtime gathering to give students a chance to meet each other and start becoming familiar with support staff as well as their instructors. The onboarding for HSE students includes all of these activities as well as a couple days of group team building activities along with their instructors including the 4 HSE bridge staff. This is the period where they will begin the weekly practice of one-on-one meetings with their HSE instructor or each of the subject area tutor/mentors and establish their personal schedule for these individual meetings as well as their schedules of content classes depending on their individual skill levels. For HSE students onboarding and orientation may continue at various time during their HSE tenure since we consider it very important if a student wishes to continue to pursue their education at SIPI that this process starts as soon as they have begun to pass portions of their HSE certificate exams. By the time they have finished their HSE diploma they are meant to already be on their career or college pathway.

### **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.**

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The instructional practices for our program consist of reading strategies that are of the utmost importance to support learning from multiple textbooks. The common core State Standards (CCSS) defines the 3-part model designed to determine how difficult a text is to read, as well as setting specifications of increasing text complexity as students move up the levels. SIPI trimesters are 18 weeks long. Developmental-level Math, English and Reading classes meet 4 hours per week in the classroom with an additional 1 hour per week for work in a practical lab setting. Instructors are encouraged to attend professional development workshops and conferences offered on-site and off-site and are asked to share their learning with colleagues following their attendance at them.

Until spring 2020, SIPI classes were offered only in face-to-face classroom settings; beginning in April 2020, all SIPI DM classes pivoted to online. Instructors were offered opportunities to learn and apply online teaching methodologies, resulting in student persistence in summer 2020 and a higher passing rate in English in summer 2020 than in Fall 2019 or Spring 2020. This trend has continued for the entire 20-22 FYs and now 22-23 FY with the above-discussed components of reading being offered in online format. Students were given a widening range of e-text and e-books often on kindles supplied for the purpose to increase reading skills and allow the leveraging of social learning even from an online format to improve student EFL gains.

SIPI has also started the co-requisite model of the ENLG 100/ENGL 101, which help students get college level credit at faster rate and to move them into degree granting, programs. Recognizing that reading adult and professional reading skills are digital technology driven these courses integrate reading and researching digital sources from the first day of class. Skills in validating information from digital sources and social media are becoming increasingly vital, as reading has shifted from predominantly books to predominantly screen. Learning Objectives are presented that sequentially teach students to interpret visual and graphic information as well as presentation and creation of such content to make our ABE students both college and career ready. The past year as described elsewhere has become increasingly hybrid and flexible in the mode of instructional delivery. Students can participate in either in-person or virtually, they can switch as needed or desired and this flexibility has allowed our retention to reach one of the highest level ever despite the difficulties imposed by continuing COVID waves even now as there are some estimates that we may be experiencing a new COVID wave in Fall of 2023 since hospitalizations have increased 100% in the last month.

Presently in the last two semesters and the upcoming year developmental English classes, ENGL 099 and ENGL 100, meet four hours per week. Three hours are for instruction and an additional hour is lab time, which consists of individual instruction, assistance with Brightspace, or guidance with time management. In addition, instructors provide office hours after classes to meet one on one.

ENGL 100 students have access to the Writing Lab online on a drop-in basis every weekday for tutoring assistance from an English instructor. In addition, ENGL 100 students have a required writing lab one hour per week, scheduled with an English instructor. (Five hours per week total instructional time is required for ENGL 100).

HSE students have access to Math, Reading, and Writing instructors either in person or online. Math and Writing instructors provide individualized HyFlex instruction on campus at least 8 hours per week which students are invited to attend. They have the option of attending in person or

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online. In addition, HSE coaches, who are also experienced instructors, schedule appointments to meet online at the students' convenience. For example, coaches are available after work hours, to accommodate working students, to provide instruction or review practice test materials. Peer coaches are also available on campus on a drop-in basis. Currently students can receive individualized instruction on any weekday. A motivated student has access to a wealth of resources.

HSE students have been included on Brightspace so that they can access instructional material asynchronously at any time. In addition, becoming familiar with SIPI's learning management platform will help these students segue into SIPI developmental courses.

- 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.**

The Kellogg funded, SIPI ACCESS program provides one-stop services to our students which includes wrap-around services. Also, our American Indian College Fund, Dollar General Grant allows us to address any HSE barriers holistically including both academic and non-academic support such as: angel funds, gas cards, child care support, tutoring, computers and hot spots, career planning and resume assistance, mentoring and counseling. SIPI has committed as an institution to addressing digital equity as a core issue to be addressed base on individual student needs. The ABE program benefits from this institutional commitment since funds to address digital equity are allocated from our general operations budget so that ABE specific funds from State, Federal, and private grants are freed up to address other needs than internet access. There are SIPI students both degree and ABE level located in internet dead zones that no amount of commitment on our part will alleviate but we are already proactively partnering with state level projects gear toward eliminating these dead zones.

- 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.**

The College and Career Success class is the major vehicle that SIPI employs to deliver CCRS preparations for ABE students. It is a first semester class that meets for two hours each week during a fifteen-week semester. Additionally, students have an assigned reading from the textbook each week, several videos related to the week's topic to watch, and regular written assignments to complete and turn in throughout the trimester. They also have several Edgenuity units to complete; these are assigned based on individual students' results on the various career assessments they as part of the textbook readings. We pilot new approaches each year and evaluate them for several years running to constantly improve each of the three major components of our ABE program

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(reading, writing, and numeracy) and the now growing forth major component of SIPI ABE career pathway instruction.

The last year has seen a substantial expansion of the “pilot and evaluate tactic” for new pedagogic approaches we began using during the first year of the pandemic but now as a continuous process rather than as an emergency COVID induced process. The strategy consists of continuous student and instructor feedback on each adjustment made for online delivery and results in more new ideas in online instruction that have arisen in the last decades.

The instructional practices for our program consist of reading strategies that support learning from multiple textbooks. The common core State Standards (CCSS) defines the 3-part model designed to determine how difficult a text is to read, as well as setting specifications of increasing text complexity as students move up the levels. SIPI trimesters are 18 weeks long and are modified each semester based on assessment of attained levels of reading/writing skills. Developmental students are required to take Reading classes that build critical reading and comprehension skills, including understanding the digital world. On a daily basis, English classes reinforce reading comprehension and vocabulary building through discussion of texts, analysis, and practice in fluency. Classes often include reading and discussing a novel of cultural relevance. In completing the novel, students are required to read and analyze every day.

HSE Writing instruction considers that the Writing test preparation is based on critical reading and comprehension of passages. Students are coached in reading comprehension and on the importance of understanding instructions in the test.

### **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.**

SIPI has three years of feedback of the efficacy of scheduling required tutoring time at both the Campus Writing Learning Center and the STEM Lab as a required component of our transitional 100-level developmental classes. These are schedules as labs and it is explained to students that these are like the labs that they have probably taken alongside their science classes in High School, so that they think of these a place that are inherently connected with practical development of skills. This process of students having this level of agency was critical and recognized that students who did the tutoring voluntarily succeeded both in AE and after, but the students who needed it most didn't avail themselves of this critical one-on-one help. When we added these scheduled tutoring times as a requirement, this immediately and has consistently improved the retention and success rate of students in these classes. During the pandemic, these scheduled times for tutoring simply were posted as an open Zoom link to these writing and Math center links so that student would drop in via a virtual link. Unlike a physical tutoring center, this might result in multiple students in the same link, but the tutors would use break out rooms so that they could keep their interactions with each student private from the others. This was really important because the goal for these scheduled sessions is for them to be very productive. If a student is working on an essay for example the tutor will give them feedback or suggestions for improvement and the student then

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actively works on this. This encourages productive task oriented activities in this setting and it hoped to develop student's life-long learning habits.

Based on the some of the issues we have encountered, there has been discussions amongst the instructors and tutors about making a certain amount of these sessions mandatory, but not requiring a student to meet every week. Tutors thought that if they relaxed the weekly attendance but increase the requirement that when the student did come that they have work that they were actively completing and that they would be able to see exactly progress made during a session. It was found that under really optimal use like this that many students actually increased their access to the writing and math centers into much more regular visits. Students did seem to develop a stronger sense of agency with regard to their studies and as a strategy that helped them succeed in classes that they had struggled with. This has become more apparent as these sessions have been online virtual since it take more effort for a student to make the needed contacts to meet with a tutor than to merely drop into a learning lab.

The plan for the upcoming year is to move this curriculum design from our highest level AE classes that were concerned with students transitioning to college level classes to all of our HSE and AE level classes. This is expected to be very efficacious since the lower level ABE classes at SIPI tend to have students with a much wider range of skill levels, so that making sure that every student has weekly one-on-one tutoring can better address students exactly where they are in their unique learning path. Implementing what we have learned about best practices for these leaning labs for our entry level students will help encourage student acquire a life-long learner mindset earlier and increase our success with these level classes. These labs have also been part of an innovation in our HSE program over the past year, since all HSE students have four separate content area tutors separate from the HSE test prep instructor. These individual schedule both one-on-one tutoring sessions and one-to-many class sessions each week designed to help students with struggles on individual area topics. These sessions are structured more like a "normal" college class which is why we are terming this curricula the HSE bridge to college pathway.

### 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, row of column B):

N/A
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first

2. Please indicate the percent of participants achieving IELCE outcomes (Table 9, column of outcome measures)

last

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


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3. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
4. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
5. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
6. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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

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

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

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.

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## 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.

\$7220.07

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.

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
12,860 SqFt	Federal Facility	0

**Alternate option:**

0

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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 2022-2023.

Source	Amount
Native Students Stepping Forward Grant	\$50,000

#### 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