

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Adult Education Services for Native American Students	
Institution or Organization:	Southwestern Indian Polytechnic Institute	
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City:	Albuquerque	
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, students from all NM	
Submission Date:	8/29/2024	
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 Signature of the Chief Executive Officer or Designee
 Typed Name and Title: **Dr. Tamarah Pfeiffer, SIPI President**

9/8/25
 Date

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 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/452051>.) 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 (transitioning to a semester schedule in 2025-2026). 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 piloted in 2023 and added permanently to the department in 2024 with up to 6 weekly hours of content instruction and tutoring with each HSE student designed to facilitate HSE students' transition into SIPI degree programs. This was funded by the Native Students Stepping Forward Grant sponsored by the American Indian College Fund in 2024. This year saw the "HSE Bridge to College" moving from external grant funded to funding provided from SIPI's general operating budget, making this a permanent component of the offered HSE program, while freeing grant funds to further innovate our HSE curricula. SIPI's ABE program's goals are to prepare students to enter the workforce or retain employment and/or continue to a degree or certificate program. The ability to better meet these goals of SIPI's ABE participants is 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. In the past year SIPI HSE students have participated in 400-hour paid apprenticeships, studied college-level Navajo language, and earned stackable credentials as part of a pilot career exploration program.

SIPI is 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, which 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 ABE/HSE 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 completing post-secondary training or education.

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The conferring of educational skills necessary to complete their secondary school education is congruent with SIPI's mission as an associate degree/certificate-granting two-year College. The funds we receive as part of this grant 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.

The 2024-2025 FY has been the most significant year at SIPI regarding ABE/HSE staffing in the past decade. It has included both positive and negative changes that will shape this programs growth and efficacy.

On the positive side, in spring of 2024. SIPI conducted a pilot project to better integrate our ABE/HSE program with the upper division programs. To assist with this project, we brought a outside consultant, Dr. Jeff Fantine, to run a series of campus wide workshops on the implementation of various LD student accommodations. The focus was to recognize that these accommodations which are vital to improving the success of many AE students needed to be continued by upper division instructors once these students had matriculated. Further, in 2024 the addition of "entering post-secondary education" as an MSG category in LACES resulted in SIPI attaining the highest MSG of any program in the state. This validated and recognized that SIPI ABE/HSE was very good at retaining students until they were college ready and then matriculating them into our various degree granting programs. The resulting improvement in our program's institutional visibility and recognition that it was the single largest source of our degree students has vastly improved our institutional support.

As a consequence of this support, our institutional efforts to rebuild our post-pandemic faculty were at the front of hiring plans that advertised, searched for and hired a complement of full-time ABE instructors for the first time since 2015. In the fall of 2025, SIPI started with three new ABE faculty, all with extensive adult education experience and an administrative support staff person. This allowed us to expand our class offerings with a special emphasis on the lowest skill level ELL students arriving in increasing rates since the pandemic. These new staff began collaborating in a year-long effort to redesign all our ABE class curricula and align our syllabi with the CCRS standards. Fall saw continued weekly workshops on curriculum alignment, and an enthusiastic start to move SIPI toward growing several IETP offerings.

However, all of this progress was challenged by efforts to cut government spending and launched multiple efforts to undo all of the hiring progress that we had previously made. On Valentines Day, OPM terminated all probationary employees on conditional status (in the federal workforce this is all first-year employees) which fired all of our ABE staff, and about one-fifth of SIPI's faculty. Only our newly hired English teacher was spared because he had been retired military and there had been a carve-out for this category. This disruption was countered by re-hiring the terminated staff as adjunct faculty so that the students for the most part did not experience a disruption. Luckily, our school's board and governing body managed to make the legal argument that the faculty members who had been terminated were essential personnel so that they were re-hired three weeks later. For the most part a month later by mid-March all of the terminated staff were back.

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The SIPI leadership response was to have a series of weekly campus-wide staff meetings to at least keep everyone apprised of the most recent random demands. We are presently seeing pressure on employees to take early retirement, and we are under a complete hiring freeze so that when anyone does leave/retire, they will not be replaced.

The one upside is that our ongoing project to complete and align all AE curricula is back on track via Zoom meetings. Our collaboration with other TCU faculty has been fulfilled as they visit us rather than the reverse. We have seen our first increase in student enrollment and a widening of the communities we are serving, despite reduced means. While we will not be able to hire a new IET coordinator or ABE director, we are finding workarounds that move us forward anyway.

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 2025-2026 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

We are currently registering new students for the Fall 2025 semester, and every day up to 10% of the students who are applying to SIPI want online classes. The Fall 2025 HSE class will have 15% of its students virtual for the entire semester, as did every trimester of the past year. Previously, all our students were either requesting dorm accommodation or were relatively local commuters. This fall, most of our ABE/HSE classes are not formally designated as “online,” as these classes have an assigned classroom schedule when a teacher and students may be present in a physical classroom. However, most instructors created a “virtual attendance option” by running active Zoom links during these class gatherings and recording them. In these classes, the students attending via Zoom are visible on a large smartboard while a camera will also feed an instructor and in-person student view. In-person students, teachers, and virtual attendees can interact and view the digital whiteboard. Our ABE textbooks have mostly shifted to e-textbooks, so that 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.

Despite the widespread offering of the virtual attendance options, we have discovered that an increasing number of our students at admissions are working full-time jobs that preclude their ability to attend virtually these daytime Hybrid classes. In 2024 SIPI committed to offering at least one evening section in each of our ABE offerings as a DL class using the HyFlex model of content delivery. These often have a much larger portion of asynchronous study lessons, though most still have either evening or weekend Zoom sessions. This mode of DL delivery rather than simple full asynchronous teaching (traditional DL) grew out of recognition that at least a little of the social face-to-face interaction, even if virtual, vastly improves the success rate of fully DL students.

Digital equity has been a problem with our target population since the New Mexico Native communities are much less connected to the internet and have much lower technology access. From the first dispersal of students in March of 2020, we have provided all 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 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 it was ended due to legislative funding cuts. Going

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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. We are presently purchasing sufficient laptops and hotspots to provide access for all SIPI students. These will be available from a technology resource room established in our campus library and provide lending on per semester basis, just like library books. The plan to complete this resource during the past year was temporarily derailed by budget restrictions mandated by DOGE during our Spring 2025 trimester; these plans have been included in a previously funded library upgrade that will be carried out over the upcoming year with the intention to offer these digital resources by 2026-27.

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 the spring of 2022 for internships, placing students who wanted to pursue an early childhood education worker certification. Last year, this relationship deteriorated because of budget cuts affecting both participants. SIPI HSE is presently exploring options so we now can refer/sponsor HSE students and preparatory ABE level students in a program to earn an ECE certification through individualized online 45-hour training. These credentials conferrer students completing this training with qualifications to work in an ECE facility as a student intern, while most of them will matriculate into the SIPI ECED program. SIPI has formed informal partnerships with community development programs, such as 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 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.

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 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; 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

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and New Mexico Workforce Connections signed an MOU during the previous FY and started staffing the office in July 2023. Through last summer this office was staffed full time by a DWS career counselor who assisted dozens of AE/HSE student to obtain 400-hour paid apprenticeships. These job opportunities included job interview preparation and gathered employer feedback that developed career preparation skills for every student intern. Each student ended this experience with both job experience and positive employer recommendations, while several were offered permanent jobs with the same employer, either immediately or on completion of their intended degree. Budget reductions to our WIOA partner reduced this to a single day weekly in 2025, but the renewed funding of the pre-apprenticeship program for 2025-2026 is hoped to generate placements for our ABE students, even with this reduced on-campus DWS presence.

5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2024-2025:
- What were your PL priorities in 2024-2025 and generally speaking, how did you address them?

SIPI has always had a strong PL requirement for all full-time employees including an IDP (individual development plan) as part of each faculty's annual evaluation that was more extensive than required by NMHED-AE's guidelines. While there is no corresponding SIPI requirement for adjunct faculty, we have always encouraged and funded PL for these members of our teaching staff. The majority of SIPI's adjunct ABE/HSE instructors have more than five years tenure in these programs and participate in numerous PL activities yearly.

- What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?

Our faculty and staff participate in most conferences and teaching institutes offered through NMHED/Propel-hosted training institutes. We have brought in a highly skilled AE consultant, Dr. Jeff Fantine, to run a series of ABE and campus-wide workshops and training on accommodation to individual student learning differences, beginning in the spring of 2024 through spring 2025. These PL sessions were held up temporarily by funding cuts in the spring, but we have secured alternate funding through our Dollar General grants, and these have increased and improved since the summer. All ABE/HSE faculty are participating in a major upgrade of our curricula design, including all ABE offerings. Weekly workshops started last FY and are scheduled to run at least through spring 2026.

We recently hosted members from a sister TCU in Salish Kootenai on curricular standards progress and initiated a project designed to implement "Indigenous Learning Standards" as part of our ABE/HSE classes that will eventually result in an all-TCU conference hosted by SIPI sometime in 2026-2027.

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

Our major successes in our PL Plan were just listed in section B. However, it must be also addressed that we have had a major challenge to all of our previous PL Plans due to uncertainty of funding. We had the MPAEA registration of 15 SIPI faculty and staff members canceled completely at the last moment due to current travel restricted such that no more than two staff can participate in any conferences or institutes even when the travel is local or it must be

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approved by DC. Further, even at this level of participation, all travel must be shown to be “mission critical” for our institution. As implied above with our successes, this has required creative implementation of PL activities, such as having Community of Practice partners visit SIPI rather than vice-versa. We can only hope that these restrictions will gradually be relaxed so that we can travel to important PL institutes.

- d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?

We have been able to implement, in spite of all the constraints mentioned above, a professional learning policy on par with the NMHED-AE guidelines. The portion of our AE funding earmarked for PL is sufficient, especially because our institution’s IDP requirements are funded from our general operating budget.

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Section II. Core Indicators of Performance 2024-2025

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 2024-2025 (Table 4, last row of column B)	153
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	17
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	38%
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	2

Performance Measure	PY 2024-2025 Negotiated Level of Performance	PY 2024-2025 State Goals	Program Performance 2023-2024	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	82%	64%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	0	0
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	46%	40%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	54%	49%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$4281	\$3752

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Section III. Evaluation of Program Effectiveness

Directions: Answer each of the following questions. Ground your answers in your data. Answers should be single-spaced.

1. Discuss your retention rate and its changes compared to PY 2023-2024 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

The defined retention rate as measured in the LACES NRS tables are somewhat inaccurate with regard to SIPI because most of the students who are listed as leaving before completing 12 hours did not actually leave; these were mostly students who had expressed interest, applied to SIPI and sometimes taken a TABE assessment, created a LACES data record, but then never showed up to enroll in classes. They were NO SHOWS in our own internal recording.

The best measure of our retention rate is our total NRS participants minus those who left before showing any EFL gains. Thus, SIPI's retention rate for FY 2023-2024 was 79% when calculated this way. The rate for 2024-2025 would appear to have decreased to 75%, but this is partially influenced by the SIPI program year schedule, because this includes some students who attended starting in the summer of 2025 who had not yet completed this trimester, which ended on 8/15/2025, whereas the FY ended on 6/30. If we include these PY 24-25 students who showed MSG in the present year, then our retention rate for this fiscal year would be 80%.

Overall, we feel that the SIPI ABE/HSE program retention is excellent, since we have implemented many tracking and intervention practices to maximize our retention, and most of the students who left without gains did so because of disruptions in their life that forced them to stop-out at that time. There is a second component to our student loss: the result of our ability to offer students from rural parts of New Mexico residence hall accommodations. While residential accommodation is a unique resource for Native American AE students, there is always a certain percentage — say ~10% — who were not fully prepared to leave home at the time, who stop-out within the first month or so before attaining an EFL gain. We do follow up with these students, and some return in future years for a second attempt, but this will often not be reflected in the current year's data.

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below the 60% required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

SIPI has attempted to redesign the workflow around the initial TABE assessment used for placement into ABE classes and the follow-up post testing to measure MSG of all ABE students. This resulted in a change placing the initial task responsibility into the Guidance Counseling/Pathway office while trying to coordinate this with the faculty in the ABE department. This was somewhat unsuccessful for a variety of reasons, and we are working on adjusting this sequence of assessments in the upcoming year. There were disruptions in SIPI staffing, documented in several other places in this report. We had a temporary termination of staff responsible for assessment and administration of the program, followed by an abrupt restart. Presently, the administrator of the office responsible for initial assessment has resigned and we are addressing the issues of inter-department coordination again. We are convinced that we will be able to overcome these difficulties. While our pre-test to post-test rate is lower than the state benchmarks, we

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are seeing that of the students who do complete both assessments consistently demonstrate greater than 75% MSG rate. We are confident that with a combination of a new set of procedures and student post-testing incentives that we will be able to hit the expected benchmark in the upcoming year.

3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.

While our program fell short of our 82% MSG level last year, this was the highest in the state at that time, and we feel that the 76% of our students who demonstrated MSG through matriculation into post-secondary education is still an excellent result, and that the 71% of our students who did post-test showing EFL gains was also on track. We have had significant difficulties maintaining continuity of staffing and a focus on implementing our targeted IET programs, and we did not manage to submit IET program plans in the past year. Despite the lack of formal IET programs, the classes that were previously resulting in students earning industry-recognized stackable credentials were still in place, and students were earning these career pathway micro-credentials at the same rate as the previous year. These students were still progressing into the culinary arts, business, and early childhood programs after earning these credentials, but the programs had not yet completed applications as IET programs.

As soon as these proposals are completed and submitted, we will again be able to demonstrate career pathway progress within the state's IET framework. SIPI is a strong technical vocational skills provider and has been for decades. We are striving to fit our programs into the IET framework, which will require some modification of the curricula of academic side contextualized instruction that SIPI has always offered to students in these career pathways. We know the percentage of students who are matriculating into the career pathways we documented in previous years, as well as office automation, vision care administration, CAD, network management, Geographic Information Systems, (all career pathways that fit the IET framework) at SIPI. Once these are registered as IET programs we will far exceed the state benchmarks for the second row, which presently shows 0.

With regard to the final three rows that measure employment at two and four semesters after leaving our ABE program, while we are under the state 45% benchmark, this is partially by design. Last year 80% and this year 75% of our students who left ABE did so as they moved into a full-time post-secondary education program at SIPI. Many of these students are in our dormitory and must take a full-time course load during the day; they would have a difficult time pursuing simultaneous full-time employment. These programs do not actually encourage students to seek employment, as it would conflict with their ability to maximize their academic studies. While we cannot know which of the students are represented in the 40% (second quarter) and 49% (fourth quarter) due to privacy requirements, we would estimate that a large portion in these two groups are the students who previously left ABE via an unsuccessful stop-out, which is probably why they also did not demonstrate the expected income benchmark. If we were to examine employment figures at a later date, we are confident that it would illustrate the student ROI for completing their associate degree or certificate at SIPI.

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

Most of these points were covered in the previous question reflecting on the reasons that our performance fell short of the state benchmarks, though there is a reason to repeat a couple of these discussions here. There are plans that are moving through the administrative approval process to ensure that we will be able to increase our pre- to post-test rate to meet state benchmarks. There will probably

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always be a problem getting TABE post-test assessments from students who are leaving our residence hall to return home, since in most cases the situation that resulted in a student withdrawing is not conducive to a half-day of assessment testing as they are leaving for home. Also, in many cases they have already left before we in ABE hear about this decision. For those who are staying, we are implementing a procedure to post-test earlier that should help to increase this rate.

Again, as discussed regarding the final three benchmarks of employment and income, “second and fourth quarter after leaving” do not actually fit the student-service and deliverables model that SIPI follows. The only way these would increase is if we had a lower percentage of our ABE students who left without matriculating into a degree program — the opposite of our institutional goal for our ABE students. Over the past decade, our matriculation of HSE students into post-secondary increased from about 35% in 2015 to more than 80% now. We hope to see every HSE student staying to earn a post-secondary degree and are increasingly allocating funds that will expedite this career pathway for these students.

Presently, SIPI’s major focus is not on changing what we are doing that is already successful; our present effort is focused on increasing our enrollment numbers. We are troubled that these have fallen off since before the pandemic and are exploring every plan we can imagine returning at least to these enrollment levels. If we double our enrollment and keep our present performance rate, we will accomplish the immediate improvements that we have made institutionally.

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

Our performance data for 2025 on paper at least does not compare well with the previous year. There are a number of reasons this is so, but we will argue that the change is not as drastic as they might seem. The discussion in section 1 part 2 covering the chaos that has been our staff environment this year underlie some of these changes as we have concentrated on what we can do with limited resources. Our change from 82% MSG down to 62% MSG was obviously bad though one caveat is that 82% was the highest in the state and 62% is still a credible MSG. The main reason that this number declined was that we had three nascent IET programs last year and students were achieving multiple industry recognized stackable credentials within the career training pathways. This year the requirement that these IET programs be fully realized with independent instructors and that we needed to develop a IET Coordinator position have all fallen to the complete hiring freeze system wide. We are still matriculating almost 60% of our AE students into post-secondary education and we will hopefully still be able to create our planned IET programs within the upcoming year.

The other trends from last year to 2025 are less negative than the drop off in IETP MSG. The rate of pre-to post testing was flat though we had hoped that switching the responsibility for TABE assessment testing to the office of career counseling would improve this situation. The problem arose that the career councilors office and its management experienced some deep disruptions though the DOGE mandated terminated and tasks that were scheduled never took place. Overall, the improvement in EFL expressed from pre to post tests was still about 75% but there needed to be greater communication between the career councilors office and ABE when there appears to have been less. We already have planned a series of strategic planning meetings for this Fall to remedy this oversight.

A worrisome trend since 2024 was the decrease in total unique students from 180 down to 153, since it marked three straight years of decline, even though efforts had already been started in 2024 to increase recruitment. Our present thinking is that this recruitment was not totally unsuccessful though it might take another year for our number to increase. This Fall semester just began with a slight increase since last and we are seeing students from cohorts that we had not been so recruitment may be having and

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effect. The single most destructive issue had been the rumors that SIPI was closing because of massive budget cuts which probably dissuaded some potential students because there have been news stories that seemed to verify these rumors. We can only hope that when we demonstrate that we are persisting despite the threatened cuts that our number will grow next spring.

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. **Be specific.** Describe strategies you intend to use in the coming year to promote continuous improvement.

SIPI uses all of our data from LACES and our in-house records in STARS to track many aspects of our student's demographics and their lived experiences at SIPI. We can see that our success last year to improve our MSG to 82% was diminished by our inability to create a fully fleshed out IETP program. This data has convinced our administration of the need to re-task some faculty efforts to IETP even if the hiring freeze precludes filling this job. We presently have plans to launch at least one IET pathway by January.

Our present efforts to improve our TABE assessment rate will result in improved retesting within two months. We are launching need NRS 1 & 2 level classes that will be regularly evaluated so we can assure that our new content levels are succeeding.

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, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	153		
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	153		
Referrals to and coordination of activities with other programs and services.	Career Service	153		
Provision of performance information and program cost information on eligible providers of education,	Career Service	153		

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training, and workforce services by program and type of provider.				
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; 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	153		
Total:		153	*	
Integrated Education and Training (IET) programs	Training Service	0		

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

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

In 2023, SIPI was working with our local Department of Workforce Solutions on an MOU to allocate an office in our on-campus One-Stop for a DWS staff person. This was completed in the spring of 2023, at which time DWS hired a staff person, Sonia Gomez, to staff this location full time. This office was staffed during the 2023-2024 FY, and within the first month of being on campus, the office had placed three SIPI students into paid pre-apprenticeship internship positions. During the 2023-2024 FY Sonia and the DWS office provided career counseling services to the 45 students in our Career and College Success class and another 50 student AE students. All HSE students during the year (total 27) had at least one career plan consultation, and several stayed to work paid apprenticeship jobs. Dozens more SIPI students acted on referrals and interviewed for a job with DWS business partners

- 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 2024-2025 with your Local Area Plan? What's working well? What are your biggest challenges?

Specific areas where SIPI engages with our students that align with the Local Plan include: preparing a skilled and educated workforce, increasing internship and apprenticeship 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, in the office automation program, and in the natural resource management program while in ABE. The culinary program specifically targets the hospitality area. SIPI also has been supporting Native student artists 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 began encouraging all HSE students, starting in the Fall 2023 trimester, to be in some

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form of internship training. Many did, and three were paid for 40-hour paid apprenticeships during the first trimester. The second and third trimesters had more students who were already employed, so only four more worked apprenticeships funded through DWS, but all participated in career counseling with DWS personnel to improve their job search skills.

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 2024-2025 program year.

- 1. To what degree is career planning and advising structurally built into your Adult Education program for the students who want and need it? Please be specific.

Since the Spring of 2020 SIPI has required a two-hour weekly course for all first semester students, Career and College Success. This course both builds in career planning in regular weekly assignments and requires students to meet with career counselors from DWS and complete resume/cover letters by course completion. This course is slated to provide a more central role as SIPI expands its IETP offerings and potentially creates an institutional CACS-ready credential as a transitional requirement to degree program matriculation.

- 2. Did your program offer any Integrated Education and Training (IET) programs this year?
If yes, please provide the number of IET students that your program served in PY 2024-2025 (Table 11, first row of column B).
 - 3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?
 - 4. Enter MSG rate of your IET participants.
 - 5. Discuss successes, challenges, and lessons learned from IET programming this year.
- No

0

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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, though there is a distinct half-day of on-boarding for HSE students with the HSE staff. Each student begins their interaction with the school's career counselor. Students meet with her either in-person or online and have a 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, to discuss how the HSE study program works as well as the preparation and testing components of these classes. The other AE students who already have a HS diploma are then assessed using the TABE test to allow their ABE advisor to set up their class schedule. This process involves either an in-person or virtual meetings with their advisor as we start the process of building a file on each individual student. This is usually the point where students 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 occurs for dorm residents as they move in and get established in these facilities. There are several days of large-group activities, where students and their parents 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 help 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 these activities, as well as a couple of 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 times during their HSE tenure, since we consider it very important if a student wishes to continue to pursue their education at SIPI, we consider it very important 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.

Finally, there are plans for the 2025-2026 FY to totally revamp the AE/HSE orientation. The design phase will be during the Fall 2025 semester, with the intention of piloting the new orientation in January 2026 at the start of the Spring semester. An onboarding task force is presently collaborating with several TCUs that have successful AE orientations for ideas to create an engaging and informative 3-day process by next FY.

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 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 semesters are 16 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 March 2020, all SIPI DM classes pivoted 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 20-23 FYs and now 24-25 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 to increase reading skills and allow the leveraging of social learning even from an online format to improve student EFL gains. In FY 23-24 98-level classes were piloted for NRS 1, 2 and 3-assessed students, and this year they became permanent AE class offerings.

SIPI has also started the co-requisite model of the ENGL 100/ENGL 11101 which helps students get college level credit faster to move them into degree-granting programs. Recognizing that 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. As described elsewhere, this past year has become increasingly hybrid and flexible in the mode of instructional delivery. Students can participate either in-person or virtually, and they can switch as needed or desired. This flexibility has allowed our retention rates to reach one of the highest levels ever despite the difficulties imposed by continuing COVID waves even in 2025.

In trimesters and the upcoming year, developmental English classes, ENGL 099 and ENGL 100, each meet four hours per week. Three hours are instruction, while an additional hour is individual tutoring, 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 online. In addition, HSE coaches, who are also experienced instructors, schedule appointments to meet online at the student's 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.

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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, including various 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. These include angel funds, gas cards, childcare support, tutoring, computers and hot spots, career planning and resume assistance, mentoring and counseling. SIPI has committed to addressing digital equity as a core issue based on individual student's 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 needs other 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 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.

SIPI employs the College and Career Success class to deliver CCRS preparation for ABE students. It is a first semester class that meets for two hours each week during a 16-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 semester. They also have several Edgenuity units to complete; these are assigned based on individual students' results on the various career assessments they complete 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 (reading, writing, and numeracy) and the now the fourth major component, career pathway instruction. If we find a piloted change appears useful and we receive positive feedback, then we make them a regular planned component of the curricula.

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 of continuous student-instructor feedback for each adjustment made online delivers results and more new ideas for online instruction than 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 a 3-part model to determine how difficult a text is to read, as well as specifications of increasing text complexity as students move up these levels. SIPI semester reading lists for each AE level are modified based on an annual program

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review 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. Daily, 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, a required component of our transitional 100-level classes. These are explained to students that they are like the labs that they have probably taken alongside their science classes in High School, so that they think of these as places 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, the scheduled times for tutoring were posted as an open Zoom link to these Writing and STEM center links so that students 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 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 actively works on this. This encourages productive task-oriented activities in this setting, and it helped to develop students' life-long learning habits.

Based on some of the issues we have encountered, we have discussed making some of these sessions mandatory while requiring a student to meet every week. Tutors thought that, by relaxing the weekly attendance but increasing the requirement that students bring work that they were actively completing when they came that they would better be able to see progress made during a session. It was found that under optimal use, many students increased their access to the writing and math centers with much more regular visits.

Students did seem to develop a stronger sense of agency regarding their studies, and strategies that helped them succeed in classes that they had previously struggled with. This has become more apparent as these sessions have been online/virtual, since it takes more effort to make a tutoring appointment, especially virtually, than to merely drop into the on-campus learning centers.

Presently, we are attempting to expand this curriculum mandated tutoring from our highest-level AE classes (transitioning to college-level) all of our HSE and AE-level classes. This is expected to be very efficacious, as the lower-level ABE classes tend to have students with a much wider range of skill levels,

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thus making sure that every student has weekly one-on-one tutoring to better address students exactly where they are in their unique learning path. Implementing what we have learned about best practices for these learning labs for our entry level students will help encourage students to 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 schedules, including both one-on-one tutoring sessions and one-to-many class sessions each week, are designed to help students with struggles in individual areas. These sessions are structured more like a normal college class, terming this curriculum the “HSE Bridge to College” pathway.

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

For this section, if the program received IELCE funding for 2024-2025, 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). | <hr/> N/A |
| 2. Enter MSG rate of IELCE participants (Table 9, first row of column G). | |
| 3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1). | |
| • Achieved Citizenship Skills | <hr/> N/A |
| • Voted or Registered to Vote | <hr/> N/A |
| • Increased Involvement in Community Activity | <hr/> N/A |
| 4. Input the number of IELCE students that participated in IET programs.
(Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B) | <hr/> N/A |
| 5. Enter % of IELCE students that participate in IET programs using data from 1 and 4. | <hr/> N/A |
| 6. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data. | |
| 7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals. | |
| 8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals. | |
| 9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible. | |

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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 2024-2025, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B). N/A
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). _____N/A_____
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow students to continue receiving services upon release.
4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

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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 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

\$0

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well.

\$0

3. Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
		0

4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
		0

5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
		0

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

0

7. Please indicate total fair market value of donated equipment.

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) 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 sq ft	Federal Facility	0

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2024-2025.

Source	Amount
Native Students Stepping Forward grant	\$40,000

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2024-2025 fiscal year.

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount

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Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years”. WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, **we ask you to calculate these costs only for Program Year 2024-2025.**

Please do your best to calculate these expenditures faithfully; we appreciate your efforts and understand that it is challenging. Please take note of the following additional guidance, and let us know if you have any questions.

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) **all or nearly all** the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don’t necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person’s hourly rate and calculating how much time this person spent on such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:
 - You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you **do not need to report them in Section IV.**
 - **Do not include any administrative costs in your report.** Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
 - Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
 - If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>. The section on Career and Training services starts on page 40 of this PDF.

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Please email Amber.Gallup@hed.nm.gov if you have any questions about career and training services as you prepare this report.

Please email Katya.Backhaus@hed.nm.gov if you have any questions regarding data and performance.