



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

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

2023-2024

Please email reports in PDF form to:

adult.education@hed.nm.gov

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

**Reporting Deadline
September 3, 2024**

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

New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report Cover Page

Program Name:	Adult Education Services for Native American Students	
Institution or Organization:	Southwestern Indian Polytechnic Institute	
Address:	9169 Coors Blvd. NW: PO BOX 10146	
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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Tamarah Pfeiffer

8/30/24

Signature of the Chief Executive Officer or Designee

DATE

Dr. Tamarah Pfeiffer, SIPI President

Typed Name and Title:

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Section I. Program Narrative Report

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

1. Describe your program briefly. Include the services you provide under WIOA Title II and the student population you serve. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/37896>.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

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. In the past year 40 AE students have participated in various piloted IETP program offerings at SIPI, earned stackable credentials to further their career opportunities.

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 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 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 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. 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 pilot IETP programs.

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.

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- 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.*

Many of the processes and class options offered by SIPI's 2023-2024 ABE program grew out of institutional intention to return to 100% in-person classes during the previous year. At that time a surge in the Omicron variant heavily impacted classes as more than half of the ABE student population specifically requested online class participation which we offered alongside in-person participation, while contact tracing and high infection rates meant that almost every class would shift back and forth from online to in-person as many students attended a significant portion of their in-person classes virtually via Zoom. This year, while COVID is by no means gone in the community, we presently have returned to more than 85% in-person classes. Lessons learned from this transition period resulted in all ABE/HSE classes having virtual attendance options. While testing is more relaxed, the COVID surge during this summer of 2024 has resulted in many classes going 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 distance learners and another 10% which may be virtual at any point in time.

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% of our students residing in the Southwest. However, 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 could not relocate to Albuquerque, when classes returned to in-person. Institutionally, we now are recognizing the value of being able to serve students in remote areas by offering developmental education classes online. We have discovered that this is essential and now are instituting learning pathways to serve these students. Presently, we have plans in place to expand our services to better address the distance educational needs of our potential student population with all the content delivery resources developed during the COVID pandemic.

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 are 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 is more flexible, then the degree and certificate programs, in being able to make this shift. This year and the upcoming years look like ABE will take the lead in developing hybrid and completely online class protocols.

Staffing-wise, there has been some major changes from the previous year.

During the last months of FY 2024 we have completed the hiring of three new full time AE faculty, keeping in mind the skill sets that are needed for Hyflex classrooms. These new faculty in the first

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month of FY 2024-2025 will be tasked with expanding and improving our AE/HSE/IETP offering in upcoming years.

The faculty have also been moving 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 most 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.

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.

We also are now requiring instructors who teach online, to complete the Central New Mexico Community College’s course: Introduction to Teaching and Learning Online. With our collaboration with CNM, we are able to train our instructors in the best practices for using Brightspace to deliver quality online courses.

Finally, a significant change has begun to emerge in the entry level assessment of new students arriving at SIPI that may be a consequence of pandemic collapse in K-12 instruction or may be characteristic of students that had not previously applied to SIPI. This change has seen a shift from 18% of students beginning at sub-6th grade reading level to 30% up to 45% of learners below mid-NRS 3 level. This has resulted in the offering of ELL and beginning arithmetic classes that had not been offered since 2016. While these were offered and staffed on an as needed resource in 2023-2024, they have become a permanent part of our ABE course offerings going forward. We have instituted several program and institution wide professional developments to increase our ability to serve these low-level and often LD students from entry to graduation. A major initiative to align all ABE/HSE/IETP classes to the CCR standards was started in the spring of 2024 and will continue throughout the upcoming FY.

3. *Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?*

We are currently registering new students for the Fall 2024 semester and every day up to 15% of the students who are applying to SIPI are wanting online classes. The Fall 2024 HSE class will have 25% of its students virtual for the entire semester as did every trimester of the past year. Previously, all our students were either requesting dorm accommodations or were relatively local commuters. This fall,

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most of our ABE/HSE classes are not formally designated as “online”, as these classes have an assigned classroom schedule at which time a teacher and some students may be present in a physical classroom.

However, most instructors have created a “virtual attendance option” by running active Zoom links during these class gatherings and recording them. 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.

Despite the widespread offering of the virtual attendance options, we have discovered that an increasing number of our students at admissions are working at full time jobs that precludes them from attending virtually during the daytime Hybrid classes. In 2023-24, SIPI has committed to offering at least one section in each of our ABE offerings that is a full distance learning class and that can be delivered in the evening or weekend. These often have a much larger portion of asynchronous study lesson 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 these 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, however, this year it was ended due to legislative 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. 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 provided on a lending per trimester basis just like library books.

- 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. Last year, this relationship was formally increased, so we are now referring/sponsoring HSE students and preparatory ABE level students in a program the chance to earn an ECE certification though an 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 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

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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 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 previous FY and started staffing the office in July 2023. 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 as well as 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.

5. *For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2023-2024:*

- a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?

When SIPI was planning their PL priorities last summer, we were completing our Higher Learning Commission (HLC) accreditation visit. This process required immediate generation of performance measures and evaluation of our program effectiveness that took precedence over most other tasks. During the preparation for the 2023 HLC visit, we found that many of SIPI's policies pre-dated WIOA. Several of the accreditation tasks had illustrated mismatches between SIPI program policies and NMHED AE policies and priorities. Immediately on completion of this HLC visit that started to address these policy mismatches. This initiated our first task for our own Program Enhancement Plan, by rewriting our institutional policies to align with NMHED AE. This process was started in Fall 2023 and will probably take until 2025 for completion. The second part of SIPI's PEP for 2024 was related to the policy change in that we recognized when submitting our AE curriculum for evaluation that these had not been indexed using the Career and College Readiness Standards. The requirement that individual faculty update their teaching

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plans to reference the CCRS mandated that all instructors not familiar with the standard would make learning the standards a priority of their Personal Learning Plans. While instructor might make commitments based on self-evaluation to the PLP that addressed their perceived personal skill deficit, all would participate in PD around learning these standards. To this end, SIPI contracted with a AE consultant, Jeff Fantine, to run a full day PD session as well as a number of webinars with all SIPI AE faculty. This was held in the Spring of 2024, and presently all AE and IETP faculty are collaborating on indexing all curriculum to the standards.

Finally, the PLP is common to most of our instructors now and we were able to explicitly provide College and Career Readiness standards for each of their taught courses to both bring their content into compliance as well as monitoring program objective to be confident that there were not essential AE subject area not being instructed. This PLP task resulted in a common task for all staff that will in all probability continue until 2025 for completion. The program plan includes producing local expertise in CCRS alignment so that as new IETP programs are added to SIPI AE offering these can be indexed appropriately.

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

To increase the implementation of IETP as part of the SIPI AE curriculum all instructors, administrators and data managers participated in professional development that centered around the WIOA definitions and requirements of IETP. Depending on everyone's previous familiarity, these training resulted in ideas and understandings of how best to direct our student to career pathways. As all faculty became more familiar with these standards and the justifications for the requirements as outlined, this resulted in a strong sense of teamwork and institutional agency to improve our AE/IETP course offerings.

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

The main challenges in the implementation of the SIPI AE plan were that the first task of re-writing our institutional policies. Since all of these policies had to go through the office of the Vice President of Academic Affairs, with the retirement of that individual at the end of 2023 before these changes had been finished, meant that we needed to wait on the hiring of a replacement and bringing the new Vice President. This process took most of the last fiscal year to complete, but now with the new Vice President in place, SIPI AE has a new administrative ally who is helping to make sure that comprehensive policy changes are appropriate and accurate. The main success is that in the first year of implementing the SIPI AE/HSE program PL plan, more changes have been completed than have been done in the past decade. Both faculty and staff feel a strong sense of accomplishment in having helped to empower the SIPI AE/HSE program improvement process. There is a stronger sense of ownership of curriculum and syllabi than in a long time as well.

- d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

We may have been uniquely positioned by the occurrence of our HLC accreditation visit last year to evaluate our professional learning practices. As we were creating this PLP, we were

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looking at our own self-evaluation as we prepared for accreditation. This upcoming site visit primed staff and faculty for the need and urgency to implement improvements as soon as the site visit was completed. Our continuing process to update the PLP will take at least a further year to finish and is requiring that upper division Non-AE faculty also become familiar with the IETP requirements. The fact that the SIPI administration and instructor can offer insights to these non-AE instructors will show them how these AE changes can benefit all the faculty once their students are better prepared for both college and career skills.

Over the next year there may be several PLP trainings that will benefit the new instructional staff that are coming on board over the Fall of 2024. Our new staff has been able to participate curricula development while gaining ownership of these curricula that SIPI AE created immediately on their arrival. Going forward offering a wide range of training experiences will be very popular with our AE instructors since they cover such a wide range of AE experience from none to 40 years. The ability to develop a personal plan based on self-reflection and to be reimbursed for these learning tasks will be invaluable. We have discussed the idea that there might eventually be a way that experience AE instructors could earn a credential that would verify their AE teaching capabilities.

Section II. Core Indicators of Performance 2023-2024

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

Number of NRS participants in PY 2023-2024 (Table 4, last row of column B) 180

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) 27

Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column B) 59% 89/150

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	38.4%	81.8%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	10	N/A

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	49.4%	46.2%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	53.3%	53.8%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$4277	\$4281

Section III. Evaluation of Program Effectiveness

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

1. Discuss your retention rate and its changes compared to PY 2022-2023 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

Because of the way SIPI's registration and enrollment is handled, we do not have Non-NRS participants. Students in this category that are recorded in LACES, having 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 and 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 12 hours 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 were 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 two years residence hall accommodations have been very limited (due to the dorm renovations) and social distancing protocols have resulted in no HSE students leaving because of this issue. Last year, one ABE student per trimester was removed for social-behavior violations, but this is still a minimal retention 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. There were a couple students each trimester who either found that their employers would not accommodate even the most relaxed attendance requirements of HyFlex classes or because the student found the work-study load too difficult to maintain. There were a few students who left the SIPI residence hall because of family emergencies but this and all other issues still resulted in less than 10% attrition during the past year.

We began a new protocol of recording student's transition from HSE/ABE into a post-secondary degree program in 2022, so it is difficult to examine that year's data as a trend, but in 2023, just short of 50% of our students completed this transition. This percentage was similar in 2024, but 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 2024 who begin their post-secondary education in the upcoming year, this percentage could be considered a minimum. Therefore, retention until successful completion may be greater than 60%. The HSE program has only two students in the past year leave the program as

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SIPI has dynamically created new options to work with students whose situations have changed from when they began. Both left because of work and family obligations and were participating virtually which it is felt does not create quite to social participation glue that helps student stay during difficult life changes.

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 for ABE, faculty and staff in HSE/ABE become responsible for making sure that students complete their TABE test as their AE classes have already begun. 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 and further this test period is often at the end of a trimester when the student is focusing of passing their individual AE classes and they don't have a strong incentive to post test at that time.

SIPI administration has finally, during the summer of 2024, created an assessment task force to assure that all AE students who are completing a trimester return for their TABE post-test. This task force to developed new official SIPI ABE/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. we will address the policies needed to increase out TABE testing and re-testing rates in the upcoming Fall. At this point SIPI administration has agreed to end Accuplacer testing and replace this with an initial TABE assessment test for all entering students which will result in all entering students possessing a TABE assessment.

Further we will create an office responsible for administering this assessment individually as each student is eligible for post-testing. The policies and procedures that will mandate these changes will be created during the Fall of 2024 and implemented in December for the Spring 2025 trimester. By the summer of 2025 we should be able to post-test all but the 10% of inevitable attrition students making our eventual target for TABE post-testing 85%.

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.*

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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%. Changes in the recording of MSG that include matriculation into college level programs which happens for 60% of our AE students within a year of entry resulted in an MSG that doubled from our previous year. Almost all the students demonstrating MSG through post-testing also demonstrated MSG through matriculation.

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. This year there was a change in the credential attainment metric regarding HSE from passing all sub-tests to passing a single sub test. This resulted in 19/29 (66%) demonstrating MSG so next year this will populate this one-year delayed table.

Further, while this percentage exceeded the target commitment, this number is a decrease from SIPI's pre-pandemic successes in the HSE program. There have been continual difficulties for remote students to complete HiSET at Home testing because 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 the 80% credential attainment rate we reached pre-pandemic.

Employment 2nd and 4th quarter: These percentages both exceed the targets by 5% and 10% respectively, though there is some problem with these numbers meaning they are still probably an underestimate. We had previously coded all our transitional level classes as 9th 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 the 23-24 fiscal year, but this value was also coded into the previous FY and many students included in this statistic were from this previous year. By 2025 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 last year, but this year's target which was \$750 higher than last year placed our students below this new target even though there was a small individual increase. It is hoped that this increase in median income is a continuing trend. Many more of our students have been working while being a student and after leaving our program. This has been partially an artifact of our greater level of online

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participation because pre-pandemic a large portion of our student lived in our 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 semesters 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. The NM economy simply did not grow, and minimum wage has not increase sufficient to keep up with this rather large 20% expectation of wage growth for 23-24.

4. *For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss 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 from the Accuplacer to TABE. This will hopefully be recommended by the soon to formed task force at SIPI in 2023-2024 FY. We are committed to switch SIPI from using the Accuplacer to the TABE test for all assessment testing for the upcoming spring trimester. We further hope to encourage SIPI to establish an assessment office that can independently administer the TABE test with manpower from the AE program support staff rather than instructional faculty.

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

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 these gains 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 this FY working with Department of Workforce Solutions and presently have a full-time representative from DWS in the SIPI One-Stop.

We have also 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, 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 for the Fall of 2024. But, note that while the numbers are back to 2020 level, presently ¼ of these students are participating virtually.

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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 result is from a change in the population served by SIPI. This fully online curriculum allows student, who because of family/work 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 this 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.

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

The data collection process and our student population for the 2023-24 FY and since 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.

Also, the continuing issues with TABE assessment are impacting our ability to collect this most important data set this year. Before 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 in 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 been incorporated with content delivery during in-person

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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 40% though this is an increase from 22-23. 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

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	180	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	180	0	0
Referrals to and coordination of activities with other programs and services.	Career Service	100	0	0
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	100	63,169.00	631
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	180	0	0
Total:			63,169.00	631
Integrated Education and Training (IET) programs	Training Service	40	0	0

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

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

In 2023, 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. 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 position. During the 2023-2024 FY Sonia and the DWS office provided career counseling services to all the students in our Career and College Success class 45 and another 50 student AE student. 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.

3. *Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards>. How did your program align adult education and literacy activities in 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?*

Some of the specific areas that SIPI engages with our students 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, the office automation program, and the natural resource management program, while in ABE program. The culinary 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 began encouraging all HSE students, starting the Fall 2023 trimester, to be in some 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 when they come into the program so only four worked apprenticeships were funded through DWS, but all participated in career counseling with DWS personnel to improve their job search skills.

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Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2023-2024 program year.

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

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 transitional requirement to degree program matriculation.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide a number of IET students that your program

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

40

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

23%

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

4. Enter MSG rate of your IET participants

92.5%

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

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

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 though there is a distinct half-day of on-boarding for HSE students with the HSE staff. Each student begins their interaction with Mechelle Crazy Thunder, who is also the school's career counselor. Students meet with her, either in-person or online, and the discussion on their college and career interests. If the students are pursuing their HSE certificate, they are referred to James Snyder, the HSE instructor, to discuss 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 meetings with

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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 first 3 or 4 days before the semester starts, onboarding starts for dorm residents as they move in and get established in these facilities. There are several days of both 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 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 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.

Finally, there are plans for the 2024-2025 FY to totally revamp the AE/HSE orientation. This is being planned during the Fall, with the intention to be piloted in January 2025 at the start of the Spring trimester. 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.*

The instructional practices for our program consist of reading strategies. These strategies 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

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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 23-24 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 by SIPI for this purpose, to increase reading skills and allow the leveraging of social learning even from an online format to improve student EFL gains. Last FY 98-level classes were piloted for NRS 2&3 assessed students and presently these are a permanent part of the AE class offerings.

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 levels ever, despite the difficulties imposed by continuing COVID waves even in 2024.

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 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, the SIPI Learning Management System, so that they can access instructional material asynchronously at any time. Becoming

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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, childcare 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 based 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 (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

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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. 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 now 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 scheduled 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 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 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' being

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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 increased their access to the writing and math centers into much more regular visits. Students did seem to develop a stronger sense of agency about 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 takes 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 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 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 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.

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

For this section, if the program received IELCE funding for 2023-2024, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

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

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

3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)
 - Achieved Citizenship Skills
 - Voted or Registered to Vote
 - Increased Involvement in Community Activity

4. Input the number of IELCE students that participated in IET programs
(Drill down to IELCE students from Table 9, first row of column B. Then **add** Table 11 and find number in first row of column B)

5. Enter % of IELCE students that participate in IET programs using data
from 1 and 4.

6. Describe your program’s efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.

7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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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 2023-2024, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B) 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 for students to continue receiving services upon release.
4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

IX. Fiscal Survey

PLEASE REVIEW AND FILL OUT THIS SECTION IN ITS ENTIRETY. ALL DONATED COSTS MUST BE TAKEN INTO CONSIDERATION

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$0

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

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

Total hours contributed	Fair Market Value per Hour	Total
		0

5. Please indicate FY 2023-2024 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)

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

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

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 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 2023-2024.

Source	Amount
Native Students Stepping Forward Grant	\$50,000
Ded Unskampi	\$30,000

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

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years.” WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, *we ask you to calculate these costs only for Program Year 2023-2024.*

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

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

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

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

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