



Annual Program Report

2023-2024

Program Name:	UNM-Gallup Adult Education Program	
Institution or Organization:	UNM-Gallup	
Address:	705 Gurley Ave.	
City:	Gallup	
County:	McKinley	
Zip:	87301	
Main Phone:	505-863-7516	
Website:	https://www.gallup.unm.edu/aec	
Social Media:	Facebook	
Workforce Region(s) Served:	Northern New Mexico (Region 5)	
New Mexico Counties Served:	McKinley, Apache, and Cibola	
Submission Date:	August 29, 2024	
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Sabrina Ezzell

08/29/2024

Signature of the Chief Executive Officer or Designee

DATE

Sabrina Ezzell, Chancellor

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.

UNM-Gallup Adult Education is housed within the UNM-Gallup Campus and the program provides services to residents of McKinley County areas: Gallup, the Navajo Nation, Pueblo of Zuni, and a large population of English Language Learners. According to the Census Data the McKinley County presents the following categories: population of 72,902 with an 6.60% of residents who are unemployed, 33.5% are in poverty, and \$45,636 is the median household income (data.census.gov). Also, the high school graduation rate for McKinley County is 76.2% which is below the national average rate of 86.1%. This data provides evidence that there is a significant population who are low income and who may receive public assistance, designate as low-income individuals, and others who are basic skills deficient.

The current services provided by UNM-Gallup Adult Education are:

- *Adult Education: We offer year-round courses and tutoring to assist adults with basic literacy and numeracy skills, critical and creative thinking, and mini session of cooperation skills, communication skills, and digital literacy skills during new student on-boarding. UNM-Gallup developed and implemented a curriculum that utilizes the CCRS and HiSET teaching standards. The curriculum provides instructors with a framework to design project-based, culturally relevant instruction that prepares students to pass the HiSET equivalency test to earn their high school equivalency certificate, prepare for post-secondary education, prepare for employment, improve family life, and increase community involvement. The program also offers a complete online program through National External Diploma Program (NEDP) to individuals who have barriers to participate in the in-person courses to obtain their high school equivalency diploma.*
- *Literacy: Literacy permeates all teaching subject areas. The Reading/Writing courses provide a heavy focus on literacy, but it is also addressed in the math, science, and social studies courses. The coursework provides formal literacy instruction, functional literacy promotion, and informational literacy practice. Our program provides opportunities for students to increase literacy through embedded and scaffolded instruction with focus on real-world connection to assist the student with transitions from the classroom to the workplace, post-secondary education, community, and their families.*
- *Workplace adult education and literacy activities: The program has provided workshops on communication and problem-solving skills through class instructions and during on-boarding. In collaboration with Navajo Nation Department of Self-Reliance (NNSDR), we offer course in workplace literacy training. We have also collaborated with the local First Financial Credit Union to offered Financial Literacy activities during the new student on-boarding sessions.*
- *Family Literacy: Our instructors design their literacy instruction to be utilized as a tool the student can use outside of the classroom. A significant percentage of our students have children or promote the practice of intergenerational relations. Our program encourages our students to foster their literacy skills at home with their families. This includes activities such as reading and homework help with their*

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children, reading doctor orders or medication instruction with elderly relatives, and completing any applications.

- *Workforce Preparation Activities: Our program promotes opportunities for students to prepare for the workforce. This includes networking with current partners, offering trainings to address resume writing, interview skills, and mock interviews.*
2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them.** If you are a new director, please consider including a summary of your personal goals and priorities as a leader.
- *Staffing changes: In the month of September 2022 the Program Manager departed from the program and the Adult Education Teacher was selected to be the Interim Program Manager from October 2022 to June 2023, then was hired as the permanent Program Manager effective July 2023. From February to April 2024, the program had a volunteer instructor for the level 1 reading/writing. She was responsible for overseeing the online Canvas course and provided scheduled tutoring sessions. After many trying times of hiring a reading/writing instructor, it was a success and effective on April 2024 and the newly hired Tutor started employment with the program. By the end of June 2024, the program staffed 5 employees: Program Manager, Program Coordinator, Education Specialist, Sr. Tutor, and Tutor. However, the second week of July 2024 the position of a Program Coordinator became vacant.*
 - *Programming: Since the departure of the program manager in September 2022, all reading/writing courses transitioned from in-person instruction to online utilizing several various online programs such as Board works, Canvas, and EdReady and on-campus independent studies utilizing the Common Core textbooks for the Social Studies and Science courses. In the month of February 2024 all online program mentioned previous were discontinued and transferred to another online program of Essential Education. The Essential Education online program was the main teaching program for the three levels of the reading/writing course until April 1, 2024 when a newly hired Tutor took over the courses. From April to June the Tutor was monitoring independent studies of the reading/writing and provided one-on-one tutoring sessions with student when they requested or when he observed one was needed. The program was able to hire a Non-Credit Instructor (NCI) effective November 2023 to June 2024 to teach Social Studies and Science strictly online to students who were placed in the highest level of reading course (Green Course).*
 - *Target populations: Continue to recruit/enroll individuals seeking to obtain a high school equivalency diploma to improve their livelihood or are English Language Learners (ELL).*
 - *Goals/priorities for the Program Manager:*
 - *Refill the position of Program Coordinator as soon as possible.*
 - *As a collective program to meet or exceed the goals from the state/WIOA.*
 - *Develop and implement an Integrated Education Training (IET) and have students participate to earn a certification.*
 - *Redesign the UNM-Gallup Adult Education website so that all necessary information is clearly stated and the process for registration is understood.*
 - *Collaborate with other agencies to possible offer more workshops.*
 - *Reconnect and establish relationship with the local One-Stop.*
 - *Create an Adult Education policies and procedure guide.*

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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?

UNM-Gallup Adult Education Program has offered classes of face-to-face, hybrid, and online to meet the needs of students. The face-to-face instruction is provided twice a week for three hours in the morning and afternoon in the subjects of reading, math, and language Monday through Thursday. Fridays are considered scheduled tutoring with an instructor or by appointment only as well as having a designated classroom for open lab for online independent studies.

The program evaluated the various ways for delivery of instruction from previous years and it is evident that the best method for delivery of instruction to students is the face-to-face instructions which is what is also preferred by the students.

In order for the program to deliver quality and effective instructions to meet the needs of students there is a need to hire more instructional staff.

The plan for 2024-2025 is continue to offer various ways for the delivery of instructions that is best suited for the students which will help them progress to obtain their high school equivalency diploma. However, consider digital equity which impacts many lower-income students and those in remote areas because they might not have the resources to do any online work from home. Currently, the program does have limited Chromebooks available on check-out basis, but students will need to have internet access at home. The program also has some laptops for on-campus use and students may borrow the laptop during business hours.

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.

The Adult Education Program currently does not have any formal partnerships. However, there are several informal partnerships.

- *UNM-Gallup Admission Department: assistance with transition to college of HSE graduates.*
- *Navajo Nation Department of Self-Reliance: financial assistance and/or training opportunities to AE students who are members of the Navajo Nation.*
- *Navajo Department of Workforce Development: financial assistance and/or training opportunities to AE students who are members of the Navajo Nation.*
- *National Indian Youth Council: financial assistance, training opportunities, and/or transition into post-secondary education to AE students.*
- *Northern Arizona University (NAU) Educational Opportunity Center: assistance with transition to post-secondary education.*
- *Battered Families: assistance with emergency shelters, transportation, and any other crisis services.*
- *The Community Pantry & Hope Garden of Gallup, New Mexico: food assistance.*
- *First Financial Credit Union: provide financial literacy workshops.*
- *Navajo Nation Head Start: educational assistance to young children whose parents are of AE program.*

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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:

UNM-Gallup was not able to submit a Professional Learning Plan due to unforeseen circumstances. However, a plan for the program was to meet or exceed the goals of the WIOA and State.

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

In order to accomplish the following WIOA and state goals, the program made several changes and continued to follow what was already implemented:

- 1) Enrollment increase: prior to January 2024 the program had open enrollment where individuals were registering at their convenience. This process for registration caused many individuals not meeting the criteria to be consider NRS participants because they did not return to participate in the orientation or classes. So, the program changed the process to closed enrollment and individuals are now required to attend orientation in order to register with the program.*
- 2) Post-testing rate: the program started to have other staff (other than the program coordinator) to monitor the data from the LACES database to identify students who are eligible to complete a post-test and this information was passed onto instructor so that they may do a follow-up with students to ensure the test was being completed.*
- 3) Measurable Skills Gain (MSG): this component started to make improvement due to students completing a post-test and by passing the necessary HiSET exams to obtained their high school equivalency diploma.*

Theses priorities were met through some trainings from the State Data Coordinator.

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

The impactful PL experiences the program participated in were the data review from the State Data Coordinator because it allowed the staff to inquire for clarification regarding data so that changes could be made in order to meet the goals of WIOA/State. Also, attending state approved conferences such as Coalition on Adult Basic Education (COABE), Mountain Plains Adult Education Association (MPAEA), and New Mexico Adult Education Association (NMAEA) provides informative information of the latest best practices and targeted training related to adult education so staff of the program are able adjust their delivery of instructions and/or services to provide quality support to the students.

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

The main successes to the PL plan for the program have been a continuous improvement each month in meeting the goals of increase enrollment, MSG, and post -testing rate. However, the challenges are meeting the goals of Employment during second quarter and fourth quarter exit and Median Earnings after second quarter exit because the data entered in LACES determines if the program met those goals or not.

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

Yes, the program was able to implement the NMHED-AE PL policy because most staff were able to attend conferences and trainings when they were able to or when offered. However, there were times when certain staff such as instructors were not able to attend conferences and/or training because to the work load or conflict of schedule. It would be great if the trainings being offered are continuously being recorded and uploaded on the NMAEA website for staff to review at their convenience.

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) **163**

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) **47**

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) **62.11%**

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%	42.5	53.18
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	N/A	N/A
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	40.35%	40.28%

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Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	38.3%	40.35%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$3,509	\$3,041.75

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.

FY 2022-2023 the program had 119 of 178 enrolled students becoming NRS participants which is a 66.85% retention rate. FY 2023-2024 the program had 163 of 210 enrolled students becoming NRS participants which is 77.62% retention rate.

The retention rate from 2022-2023 to 2023-2024 increased by 10.77% which reflects the program meeting the needs of the students. Also, the program made changes to the registration process and now require new students to attend a mandatory orientation before participating in the classes. Lastly, constant follow-up with individuals as a reminder to continue with the classes and/or complete their online studies has been vital in students continuing with their education.

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.

The program ended with a post-test rate of 61.35%. The strategies used to achieve this rate is by monitoring students' hours through the LACES program under "Student Alert" which identifies students who are eligible for post testing. The instructors assist by referring the student to the Education Specialist to complete the test which is offered on Monday and Tuesday during business hours and Wednesday-Friday by appointment only as well as having the post-test conducted during class time on the last day of classes within a session. There were several times when post-testing was held in large group setting near the end of the session, and it was usually on the last Thursday of classes.

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.

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	PY 2023-2024 Program Performance
Measurable Skill Gain (MSG) (Table 4, Grand Total of last column)	33.5%	42%	53.18

The program exceeded the OCTAE negotiated and NMHED state goals of MSG as program staff work diligently to improve this goal. Staff made numerous contacts via in-person reminders or through emails to complete a post test when they were eligible.

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Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	N/A
<i>The program has been falling short on meeting the OCTAE negotiated and NMHED state goal due to a strict eligibility requirement (students who enter the program at NRS level 5 and 6) and individuals who register with the program do not qualify for this outcome.</i>			
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	40.28%
<i>The program exceeded the OCTAE negotiated level of performance; however, fall short by 1.72% as comparison to the NMHED state goal.</i>			
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	40.35%
<i>The program exceeded the OCTAE negotiated level of performance; however, fall short by 1.65% as comparison to the NMHED state goal.</i>			
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$3,041.75
<i>The program did not meet both OCTAE negotiated and NMHED state goal.</i>			

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

The program will seek assistance from State Data Coordinator for better understanding of the metrics where the program did not meet the OCTAE and/or state goals, so that improvements can be made. The program has the intent to implement an Integrated Education Training (IET) program soon to help students get a certification for in-demand employment opportunities within the Gallup community which will help improve the data.

5. Consider your performance data from the last and previous program years. Discuss overall trends. FY 2022-2023:

Comparing FY 2023-2024 to the last three years there has been an increase in respective to the goals of MSG and Employment Fourth Quarter After Exit. However, for the goal of Credential Attainment Rate there has been no change because as stated before, there is a strict eligibility requirement to have a student be categorized in this performance measure. The goals of Employment Second Quarter After Exit and Median Earning Second Quarter has decreased in the past two years.

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.

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The data collected by Literacy Pro Systems-LACES of students helps the program identify what changes will need to be made for improvements. Service areas changes made in FY 2023-2024 are the following:

- 1) *Registration: New students entering the program must attend a full week of mandatory orientation prior to start of a session.*
- 2) *Assessments/testing: Prior to the change of when the pre TABE test was provided for registration, it was offered at the convenience of an individual Monday-Friday during business hours. When this was followed the program had issues with having a high number of individuals not becoming NRS participants because they were not returning for the orientation or were not participating in the courses when session started. Once the program switch from open date of assessment to set schedule of the last two days of orientation to complete pre TABE test, then the numbers improved. Also, the program started utilizing the LACES’s “Student Alert” to identify students who are eligible for Post TABE to improve post testing rate.*
- 3) *Instructions: Instructors used data from LACES to adjust and improve their instruction strategies as well as providing supplemental instruction such as online Essential Education to assist students in acquiring the necessary skills needs for the course they were taking within a session.*

The program intends to make changes in FY 2024-2025 to better meet the needs of students as well as meeting the goals of OCTAE and State goals, by getting a better understanding of the metrics and the data from the LACES and adjusting the delivery of instructions as necessary while utilizing the CCRS and HiSET standards.

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	210	\$722.40	\$3.44
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	163		<i>State funds were used for this service.</i>
Referrals to and coordination of activities with other programs and services.	Career Service	163		<i>State funds were used for this service.</i>

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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	163		<i>State funds were used for this service.</i>
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	163		<i>State funds were used for this service.</i>
Total:		862	*\$722.40	\$3.44
Integrated Education and Training (IET) programs	Training Service	N/A	N/A	N/A

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

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

The program's priorities for FY 2023-2024 under a new program director were to continue to have the courses available to students each session and that meant for the program director to teach three math courses, monitor independent study of students and providing some tutoring when needed; in addition, evaluating and implementing changes for program improvement to meet the goals of OCTAE and State. For this reason, there was no connection with the Local Workforce Development Board. However, there was minimal connect with the Local One Stop staff during on-boarding. During new student orientation, a staff from the Local One Stop conducted a presentation to provided information of their service and possible recruitment.

For the upcoming program year, the program's intention is to establish relationship with the Local Workforce Development and to re-establish and strengthen the partnership with the Local Once Stop agency. This would include one of the program staff attend any meetings or invite the agencies to provide a presentation to new students during orientation.

- 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?

To align with the Northern Areal Local Workforce Development Board (NALWDB) plan, the Adult Education provided academic services to the students to assist them to acquire their high school equivalency diploma, so they are prepared to enter the workforce and/or post-secondary education. Academic services included the students' ability to read, solve mathematical problems, write

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effectively, and speak the English Language adequately to function in an employment, and in society.

What has been effective in aligning with the NALWDB plan is continue to provide academic services to students and the partnership with other agencies to offer activities that the program may not be able to offer. Activities such as financial literacy, resume writing, and interviewing skills.

What has been a struggle is contacting the appropriate personnel due to change in staffing with the agencies and our program short of staff to provide more services or fulfill other duties to better meet the needs of students especially aligning with the NALWDB plan.

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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.

Career planning and advising is offered to every student upon their first initial enrollment during new student orientation. During orientation, students are required to complete a goals form which have them identify what career they have planned to pursue. If they are unsure of a career, then they will take a Career Assessment through online Career One Stop which helps them decide on a career that aligns with their interest. Also, the program manager has provided career planning and advising on a need basis when students were near completion as they are transitioning into the next path. Since the Adult Education Program is housed within the UNM-Gallup Campus it has been a smooth transition for the program manager or staff to help assist the student who decided to enter post-secondary education by visiting the admission office and acquire the appropriate documents and information for registration. The program hopes to hire a dedicated staff to fulfill this responsibility so that every student will receive the quality guidance service.

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)

No

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

N/A

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

4. Enter MSG rate of your IET participants

N/A

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

5. Discuss successes, challenges, and lessons learned from IET programming this year. *N/A*

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 program requires new students to attend a full week of orientation and one-hour lunch break on their own. Following are the activities for each day.

Day 1 activities: General orientation which includes information about the program, staff introduction, student handbook, math assessment, student success tips and strategies and Goal Setting.

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Day 2 activities: Digital Literacy, creating Canvas accounts, and completing student handbook quiz through Canvas, basic computer skills of email etiquettes, general use of word document, power point presentation and internet searching.

Day 3 activities: A day of presentations from agencies and most agencies were given at least 30 minutes to present while others requested for an hour. Agencies who presented: UNM-Gallup Admissions office, National Indian Youth Council (NIYC), Northern Arizona University (NAU) Educational Opportunity Center, New Mexico Workforce Connection (HELPM), First Financial Credit Union, Battered Families, Gallup Community Pantry, and Navajo Nation Head start Program.

Day 4 and 5 activities: TABE assessment which include TABE Locator and the test. Students have the option of completing the test in one-day or split into two days. If students selected to complete the TABE test in two days, then Reading would be completed on the first day and return the next day to complete math and language.

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 Adult Education Program offers structured in-person classes Monday-Thursday in the morning and afternoon. The reading/writing and math courses are offered for three hours, twice a week on a 6-week basis. Each course also has supplemental online studies of Essential Education to help students with specific skills that will assist students enhance their academic skills. Tutoring is offered in small group on Fridays within a session or by appointment with instructor of one-on-one tutoring.

National External Diploma Program (NEDP) is offered to students who cannot participate in the in-person structured classes for medical or other reasons such as full-time employment which conflicts with structured classes or even if an individual is unable to earn their high school equivalency diploma through standard testing setting. However, individuals must meet a score of 236 for reading and 226 for the math on the Comprehensive Adult Student Assessment Systems (CASA) test.

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 Adult Education Program provides instruction and services to all students who have registered with the program. ABE instructors and staff do their utmost best to support student success or assist students with barriers and they are continually participating in professional development through conferences, trainings either in-person or online, and connecting with other agencies who may provide appropriate services to the students to eliminate or lessen any barriers.

The program plans to provide more assistance with digital literacy barriers which includes the lack of internet services at the residence of the student. If at all possible, then it is a plan to have hotspot devices available on a check-out basis to students to utilize to complete their online studies. But in the meantime, the program does offer on campus access to the internet and use of laptops throughout the week.

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

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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 Adult Education Program aligns its curriculum and instructions to the College and Career Readiness (CCRS) standards by using CCRS aligned textbooks, online programs, other instructional materials and by instructors providing instructions aligned to CCRS. To ensure the instructors are aligned with CCRS standards they attend required training and conference that are offered by the state and they utilize the accepted online programs such as Essential Education.

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.

UNM-Gallup Adult Education Program's curriculum map and lessons has been and will continue to utilize the andragogy framework for adult learners developed by Malcolm Knowles. Knowles andragogy framework benefits students in the following ways: self-actualization where students become aware of who they are as an individual and as a student; interpersonal relationships where students facilitate meaningful relationships with peers, instructors, and others in their life; perspective, students become optimistic in their learning-their readiness to learn; awareness of their learning gaps and working to acquire knowledge; and social responsibility where they understand their ability to make change in their life for a better future for themselves and others around them for an impactful change in the world they live in.

With the andragogy framework, the program is committed to provide instructions where students take ownership of their learning, they acknowledge there are certain skills they must acquire to be successful in their chosen career and becoming aware that they must be ready to learn to successfully complete this program. Also, they recognize that they are at a point in their life that adult education is necessary to achieve their ultimate goals of being autonomous.

Besides the andragogy framework, AE staff acknowledges and recognizes that Maslow's hierarchy of needs impacts the behavior of our students and assist as necessary to redirect the student to continue their academic journey. Moreover, and my belief of constructivism (Vyotsky's Theory) where our adult learners enter the program with life experiences and they use their prior knowledge to adapt the new knowledge they are acquiring. The theories mentioned not only applies to students, but to the Adult Education staff as well. So as a program manager and to truly provide quality service to the students and staff of this program a self-reflection and making necessary changes in the aspects of management, instructions, and meeting the needs of the students and staff is vital to ensure this program is a community of positivity. Students and staff have a positive self-perception, are able to achieve their goals in a positive environment, and exhibit healthy relationships as they continue to make changes in their own lives and the lives of others.

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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 N/A
 - Voted or Registered to Vote N/A
 - Increased Involvement in Community Activity N/A

4. Input the number of IELCE students that participated in IET programs N/A
(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 N/A
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.
N/A

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.
N/A

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.
N/A

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.
N/A

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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.

N/A

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.

N/A

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. \$722.40

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
33	\$20.00	\$660.00

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

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

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

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

6. Please indicate total fair market value of donated supplies and materials. (e.g., books) \$0

7. Please indicate total fair market value of donated equipment. \$0

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

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
4,830	\$2.50	\$12,075.00

Alternate option:

Please indicate institution's building renewal and replacement allocation N/A

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
N/A	

B. Program Income Activities

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

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

