

Annual Program Report

Cover Page

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New Mexico Counties Served:	Catron, Grant, Hidalgo, Luna, Sierra		
Submission Date:			
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Kelley Riddle

8/29/2024

Signature of the Chief Executive Officer or Designee

DATE

Kelley Riddle, Vice President of Business Affairs

Typed Name and Title

New Mexico Adult Education Local Program Annual Report 2023-2024

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 Western New Mexico University (WNMU) Adult Education Services (AES) program serves the Southwest region of New Mexico. The program's main office is located at Watts Hall in Silver City. Courses are offered in Silver City, Deming, and online both asynchronously and synchronously. The program provides High School Equivalency (HSE), Adult Basic Education (ABE), English as a Second Language (ESL), digital literacy, and college and career preparation courses and services. Participants in the program are 16 years of age or older.

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.

Compared to PY 2022-2023, 2023-2024 was much more stable. We were able to re-start the English as a Second Language program in Spring 2024 after hiring instructors. Prior to that, the ESL program had been dormant for over a year due to a lack of instructors. Instructional staffing was stable and grew throughout the year to meet the growing enrollment.

However, the program year ended with multiple staff vacancies. Most notably, the Program Coordinator, which is 60% Program Management (student onboarding and testing coordination) and 40% Data Entry and Management. This position was vacated in mid-April 2024. The role was vacant until mid-August of the 2024-2025 PY. This vacancy left the program shorthanded during the annual data closing process and the initial stages of fall enrollment. A goal for the program this year is to train the new hire for this position and to retain the individual who was hired for multiple program years.

Instructional staffing has been a challenge that the program continues to address. At the start of the Spring 2024 semester, we lost a part-time instructor who taught our high school equivalency math class in Silver City. The program director taught this course for the rest of the first 5 weeks, but the position has been unfilled since then. This is a priority position to fill in PY 2024-2025.

Similarly, at the end of the Spring 2024 semester, both ESL instructors resigned. This left a vacancy for ESL on both the Deming and Silver City campuses. We have successfully filled the Silver City position for the Fall semester of PY 2024-2025, but we are actively seeking an ESL instructor for the Deming campus. This is another priority position for the program.

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?

After re-establishing face-to-face courses in PY 2022-2023, the program focused on intentionally expanding asynchronous and synchronous online courses in PY 2023-2024. By the end of the PY 2023-2024 between one-third to half of all program students were enrolled in an online class. This was the result of offering two sections of asynchronous online learning (using Aztec software), and the addition of four sections of synchronous online

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sections. To address the previously low NRS participation rate of asynchronous online offerings, we instituted a 6-hour per week minimum for students in asynchronous online sections. This dramatically supported the program's accelerated growth of NRS participation.

One of our program priorities in 2023-2024 was to improve digital literacy integration and offerings. Classes used software tools including Aztec, Khan Academy, and Nearpod. We also implemented a policy for students to pass five Northstar Digital Literacy Assessments to maintain enrollment in our online course offerings. The Northstar online learning content was available to all our students who wished to improve their digital literacy. However, Northstar was not well received, and online students did not complete many of the required assessments. The program decided to remove this requirement as tracking student progress was burdensome on our small team. The program is exploring options to continue supporting digital literacy skills.

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.

In terms of formal partnerships, the only known formal MOU is with the Southwestern Area Workforce Development Board and WNMU AES as a formal American Job Center Partner. Through that MOU, our partnerships include the NM Department of Workforce Solutions, New Mexico Human Services Department, Equus Workforce Services (managing WIOA Adult and Dislocated Worker Program and the WIOA Youth Program), The New Mexico Department of Vocational Rehabilitation Services, and Job Corps as well as the Doña Ana Community College ABE program.

Informal partnerships include local literacy programs (Deming Literacy Partners, Hidalgo Literacy Program, Literacy Link Leamos) and area high schools. These partnerships are primarily referral opportunities. The program is committed to expanding these partnerships and adding additional partnerships in 2023-2024.

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?

The program had four priorities in PY 2023-2024. They are listed below along with how they were addressed.

Partnerships and Communications: This was a goal specific to the program director. The intent was to develop the understanding of mutually beneficial partnerships for the program, and then to begin cultivating those relationships. The professional learning occurred through connections in the monthly director's meeting and more specifically through the LEAD Institute. The LEAD Institute provided an opportunity to discuss, at length, the partnerships necessary for a leadership in action project.

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Data Technician 2.4.3 Perform frequent data cross validation: This competency and corresponding professional learning were specific to the program coordinator, who serves as the data technician. The individual in this role attended the monthly LACES trainings, and they received individualized training or guidance from Katya Backhaus, when needed.

Instructor 2.3: Uses instructional techniques that are effective with adult learners: This priority, specific to program instructors, was intended to help new or continuing instructors understand the techniques aligned with effective adult education. This priority was addressed through instructor participation at several training opportunities including the NM Adult Education Conference, Training from the Back of the Room, and Teacher's Institutes.

Instructor 1.3: Monitors learning through summative and formative assessment data: This priority, specific to program instructors, was intended to help instructors develop stronger assessment practices in their classroom beyond the program required pre- and post-test cycle. This priority was addressed through instructor participation at several training opportunities including the NM Adult Education Conference, Training from the Back of the Room, and Teacher's Institutes.

- 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 most impactful professional learning experience for program instructors has been the Training from the Back of the Room virtual edition. The program had 3 instructors go through this training opportunity and had exceptional feedback from their experiences. The instructors learned practical and relevant instructional techniques that they were able to employ in their classrooms.

The most impactful professional learning experience for program staff was the LEAD institute that the program director participated in. This comprehensive cohort experience allowed the director to better understand the functional areas for a program director. Additionally, discussion of leadership theory empowered the program director to further research how to practice transformational leadership.

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

The primary success was that all program staff and instructors could complete their required hours while having positive experiences in each of the professional learning opportunities they completed. The variety of professional learning events is exceptional and helps the program in reducing the need to create in-house professional learning opportunities. The program did not have any particular challenges in implementing the professional learning plan.

- 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?

The program successfully implemented the NMHED-AE Professional Learning Policy. Program staff and instructors were active in their professional learning and compensated for their time. Continued support from NMAEA and Propel will assist the program in implementing the policy and our plan in the future. A concern is program funding to cover registration and travel expenses. This will limit the type of professional learning opportunities our program staff and instructors may participate in.

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) 172

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) 116

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) 52.3%

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%	38.16%	44.77%
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

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	48.81%	35.71%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	38.1%	49.18%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$4,250	\$3,025.08

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.

Our program's retention rate in program year 2023-2024 was 59.7%. This is a 19.7% increase compared to program year 2022-2023. This is largely attributed to changes we made to our onboarding process in Spring 2024. Our program shifted from having the Portal application form directly linked from our website to using a general interest form as the initial step in our onboarding process. This allowed us to contact prospective new students and offer an orientation before having students complete the application form.

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's post-testing rate was 52.3% in program year 2023-2024. While this does meet the state negotiated target, there is certainly room for improvement. One major strategy we plan to implement in the 2024-2025 program year is embedded post-testing where a member of our staff will attend classes the last few days of the course session to conduct post-testing.

In 2023-2024, the program's primary effort to increase post-testing rates was educating students during the onboarding and orientation process about the importance of the testing cycle. Ensuring students understand the need for pre- and post-tests as a critical component of their education journey is imperative to the program's success. As students have come to understand this need, they have become more active in tracking their hours and attending post-testing sessions.

The program also maintains a detailed "Student Success Table" that allows us to closely monitor individual student progress. This table includes information regarding how many instructional hours a student has completed since their last assessment. We use this information to motivate students to continue working and then to quickly schedule their post-test once they reach post-test eligibility.

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.

Measurable Skill Gains: The program exceeded the state negotiated target of 33.5% by 11.27%. This was a product of an enhanced orientation process, efforts to divide students by ability between adult basic and high school equivalency courses and educating students on the need to complete post-testing.

Credential Attainment Rate: The program did not have any participants that qualified for this particular outcome. In PY 2023-2024 we did not have participants that entered at an NRS level 5 or 6.

Employment Second Quarter After Exit: The program exceeded the state's negotiated level of performance by 11.7% in program year 2023-2024. This can be attributed to working to ensure

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more students have provided their social security number when entering the program. Efforts to survey students who had not provided a social security number were also made by program staff.

Employment Fourth Quarter After Exit: The program exceeded the negotiated performance level by 24.2%. This can be attributed to working to ensure more students have provided their social security number when entering the program. Efforts to survey students who had not provided a social security number were also made by program staff.

Median Earnings Second Quarter After Exit: The program did not meet the negotiated level of performance for this performance measure. The program's performance was \$3,025.08 versus the negotiated target of \$3,750. This is a difference of \$724.92. A potential factor that could have influenced this figure is the absence of a true career navigation or advising component from our program. This will be further discussed in the next response.

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

Our program did not meet the negotiated target or state goals for two performance measures.

First, the program did not meet the state goal for Employment Second Quarter After Exit. The program did meet this negotiated target, but not the state's goal. The difference between the state goal and the program performance was 6.29%. This can be attributed to low success rates when attempting to contact students for the after-exit survey. Also, the program faced a staff shortage from April through June that resulted in fewer survey calls to students who had not provided their social security number. The program is working to educate students to provide their social security number on the application form, and we also anticipate being at full staff to conduct after exit surveys.

The program also did not meet the negotiated target or state goal related to the Median Earnings Second Quarter After Exit performance measure. The difference between the negotiated target and the program's performance is \$724.92. The difference between the state goal and the program's performance is \$1,474.92. The program's low performance on this metric could partially be attributed to staff vacancies resulting in fewer after-exit surveys being conducted on students who did not provide their social security number. However, a larger factor could be the lack of a career navigation or advising component of our program that helps students identify opportunities to increase their earning potential. Addressing this gap in program services, along with stronger partnerships with WIOA partner programs will be a priority for the program in PY 2024-2025.

5. Consider your performance data from the last and previous program years. Discuss overall trends. Overall, our program data is trending upward. Our enrollment increased nearly 100 students from PY 2022-2023 and PY 2023-2024. A similar trend in HSE completers was observed as we went from 3 HSE completers to 17 over the same period. Additionally, our retention rate increased 19.7%. This is substantial growth in 3 key areas for the program. The program saw its highest NRS participation, number of HSE completers, MSGs, and number of students with EFL gains in at least 7 program years. This growth can be attributed to the efforts we have made in obtaining key personnel for student onboarding, instruction, and testing efforts.

The program saw a significant decline second quarter after exit employment rates. This number was 48.81% in PY 2022-2023 and it fell to 35.71% in the most recent program year. The reasoning for this decline is listed above, in question 4 of this section.

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Lastly, the program saw a slight decline in our post-testing rate from 54.7% in PY 2022-2023 to 52.3% in PY 2023-2024. Both of these rates fall short of the state's goal for this performance measure. The program will continue to seek strategies to improve this measure, beginning with embedded post-testing in classes, wherever 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 program tracks important metrics on a weekly basis. This includes the number of NRS participants, measurable skills gain, NRS conversion rate, participants by program type, site enrollment, and more. These weekly figures are then used to help determine programmatic changes. These changes have included revising the onboarding and orientation process and improving our communication regarding the pre- and post-testing cycle.

Additionally, these figures are used in long-term strategic planning. For example, a strategic priority for the program is to maintain a balance between Silver City and Deming enrollment and participation numbers. For this to be accomplished we are using a data-driven approach to seek funding for new staff and instructional positions at the Deming location. This will assist in realizing mirrored program growth in both Silver City and Deming.

The program also tracks individual student data to improve program outcomes. Specifically, we maintain a "Student Success Table" that tracks each student's pre- and post-test scores, hours between assessments, and progress on official practice tests and sections of the high school equivalency exams. This table is most beneficial in tracking student post-test eligibility to both motivate students to continue completing instructional hours and then quickly schedule the student for their post-test.

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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	172	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	172	0	0
Referrals to and coordination of activities with other programs and services.	Career Service	0	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	0	0	0
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	0	0	0
Total:			*	
Integrated Education and Training (IET) programs	Training Service	0	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.

The program focused on rebuilding a strong foundation for ABE, HSE, and ESL operations during the PY 2023-2024, but strides were made in partnering with the Local Workforce Development Board and especially with the local One Stop staff. Specifically, the program focused on strengthening partnerships with the WIOA Youth Program. Our program has many students aged 16-24 who could benefit from this program. For this reason, we held multiple meetings with the region's WIOA Youth team to learn more about their services and to build connections for referrals. We also included information about the WIOA Youth program in our orientation program for students aged 16-24.

The program also had turnover in multiple staff and instructor positions through PY 2023-2024. We worked with both the Deming and Silver City one stop staff to advertise these positions with their clients and on social media. This assisted us in recruiting quality personnel for these positions, including our Program Coordinator role.

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?

Adult Education Services is housed within the Division of Academic Affairs at Western New Mexico University. Academic Affairs encompasses all the university's academic programs, as well as career and technical education programs. This alignment allows AES to play a critical role in career pathways for students interested in skills training and careers identified in the 2020-2023 Southwestern Area Workforce Development Board Local Area Plan. These areas include education, health care, and trades such as welding, electrical technology, and construction technology. The program intends to leverage the integration with Academic Affairs to have a greater direct impact on meeting community employment needs.

The program continues to focus on foundational operations for adult education, high school equivalency, and English as a Second Language offerings. This has limited opportunities for external partnership development aligned with the LWDB.

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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.

Currently, career planning and advising is a component of our student onboarding and retention efforts. Each prospective student meets with our program coordinator, student success assistant, or program director for an initial goal setting and program overview discussion. Often, these discussions include career planning conversations that will lead to follow-up discussions with that student while they are in the program.

Our program does not currently have a structure in place for career planning. The program intends to use 2024-2025 to create a structure for students who wish to receive career planning and advising. This may include collaboration with the local One Stop and Workforce Solutions. We anticipate implementing this structure in Spring 2025 after we fill staff vacancies and use the fall semester to plan and identify the tools and resources available.

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) : N/A

3. What percentage of your NRS students participated in IET programs 0

(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.

WNMU was unable to participate in planning for an IET, including attendance at the IET Institute, due to staff vacancies. These vacancies placed program leadership in a position to focus on adult education, high school equivalency, and English as a Second Language base operations instead of strategic planning for IET programming.

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.

Orientation and onboarding begin immediately upon receiving an email that a prospective student has completed a general interest form that is found on our program website. The student is contacted by our Program Coordinator to set up an initial 30-minute goal-setting and program overview meeting. In this meeting, the student receives a packet with information about the program. One of the key topics covered is the assessment cycle. The student receives information about the pre-

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testing process, and how their NRS levels will determine the courses they take and how long they may be in the program. Students are also informed that they will need to complete 40 hours of instructional hours in order to complete a post assessment to measure if they have seen an Educational Functional Level (EFL) gain.

After this information is covered with each student, they then complete the application found through the state Portal. Once the application is received, and information is verified in LACES, they are then scheduled for a pre-assessment. Students are required to complete all three subject assessments (Reading, Language, and Math) before registering for a course. Each student receives an individualized report with their assessment results, via an email from the Program Coordinator, and is then advised on the appropriate course(s), based on their NRS levels.

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.

In Fall 2023, we shifted from an 8-week to a 5-week course model for adult education and high school equivalency classes. Each face-to-face and synchronous online course meets for 4.5 hours per week. These course offerings are for our Math and Reading/Language Arts sections. Students are encouraged to enroll in both subjects and attend class four days per week. These students will complete about 45 hours over the 5-week session and are ready to post-test.

Asynchronous learning is a substantial percentage of our student enrollment for adult education and high school equivalency students. However, we have faced challenges with having students in our self-paced online option reach post-test eligibility. Therefore, we created an online hours policy that requires students to complete a minimum of 6 hours per week working in the Aztec system. This ensures that students can reach post-test eligibility within two 5-week course sessions.

Lastly, our English as a Second Language classes are also structured to move students to post-test eligibility by the end of a course session. ESL courses are offered in 8-week, rather than 5-week, sessions. These classes meet three days per week for 6 hours and 45 minutes total. This totals 54 hours over the 8-week session. Therefore, instructors are asked to assign proxy assignments to close the 6-hour gap and move students to post-test eligibility.

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.

Our program serves a large geographic area with a small staff. Therefore, we must utilize technology to increase access to classes and services throughout our five-county service area. However, many prospective and continuing students may not have the necessary technology skills to be able to take advantage of these classes or services. As a result of this reality, we made attempts to increase digital literacy skills through the use of Northstar Digital Literacy. However, student use was minimal despite requirements (that were ultimately removed) for students to complete certain modules for online enrollment.

Instead, our instructors have taken a lead on trying to onboard students with the tools that are actively used in the classroom. This includes assisting students with email etiquette through routine correspondence; accessing and effectively using learning management systems such as Google Classroom and Aztec; and using classroom engagement tools such as Zoom, Nearpod, or other apps.

As we rebuild our team, we will focus on how we can improve our student support processes. Specifically, we intend to consider how we can provide quality career navigation services for

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interested students. We may also look at ways to leverage open access digital literacy tools to further support students, especially those in online classes, with accessing and effectively utilizing daily tools to enhance their learning.

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.

Syllabi templates were created for all classes offered, except for English as a Second Language courses. These syllabi templates included the CCRS standards covered in the course. The scope and sequence of these standards were then determined by instructors as they began to identify the abilities of their collective classes and individual students. Also, by using Aztec software, which is also aligned to CCRS standards, instructors could differentiate content for students based on individual ability.

English as a Second Language instructors were introduced to ELPS when they were onboarded as staff members for the program. They are asked to create syllabi that align with ELPS and with the levels of students that are in their classroom. A primary objective for the program in 2024-2025 is to create syllabi templates for new English as a Second Language instructors as this role seems to have high attrition.

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.

As a leader, I strive to be transformational in my approach. This requires me to set a vision for my team that is one we can all agree to and work hard to strive to achieve. While we are reaching this vision, it is my responsibility to provide individualized consideration to each team member and to serve as a role model. This means that I must identify and assign tasks that align with the strengths and interests of each employee. To achieve this leadership, I bring my best version of myself to work each day and maintain a keen focus on the vision for our team. I also find growth opportunities for employees and celebrate their individual and our team's successes along the way.

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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) _____

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. **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.

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	N/A	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

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

\$12,000

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

\$5,800.00

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

0

Please estimate the Total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) you can provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

Square footage of donated space	Fair Market Value per Square foot	Total
6,292	\$19.00	\$119,548.00

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Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

IX.

Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2023-2024.

Source	Amount
WNMU Foundation President's Society Program Support Fund	\$5,000.00

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	0

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Appendix: Career and Training Services

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