Annual Program Report
Cover Page

Program Name:	**Adult Basic Education**
Institution or Organization:	**Central New Mexico Community College**
Address:	**525 Buena Vista Dr. SE**
City:	**Albuquerque**
County:	**Bernalillo**
Zip:	**87106**
Main Phone:	**(505) 224-3000**
Website:	https://www.cnm.edu/programs-of-study/programs-a-z/adult-basic-education
Social Media:	https://www.facebook.com/CNMsuncats/
Workforce Region(s) Served:	**Central**
New Mexico Counties Served:	**Bernalillo**
Submission Date:	
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_____   9/5/2024
Signature of the Chief Executive Officer or Designee   **DATE**

Tracy Hartzler, 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.

Program description, in brief

The following program description and information can be found at https://www.cnm.edu/programs-of-study/programs-a-z/adult-basic-education.

"The Adult Basic Education (ABE) program offers non-credit courses in English as a Second Language (ESL) and High School Equivalency Exam (HiSET) / General Educational Development (GED) Preparation."

"The ABE program is a separate non-college credit component of CNM. ABE students will receive the same services and benefits as other CNM students. However, ABE students do not follow the traditional admission or registration process and are not eligible for financial aid."

"Non-credit courses in the ABE program are offered in basic reading, writing, math, science, social studies, and English as a Second Language. Coursework will prepare you for higher education, job advancement, and personal fulfillment.

Our program acknowledges and utilizes the experience, wisdom, and needs of adult learners to provide a pathway that can lead to success in college, careers, and the community" (Central New Mexico Community College, 2024).

Services provided

WIOA Sec. 203 specifically requires that Adult Education provides education services below the post-secondary level that "increase an individual's ability to read, write and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment" (WIOA, H. R. 803-185, 2014).

CNM fulfills these requirements by providing tuition-free, non-credit instruction with a modest $10 registration fee for eligible individuals. Instruction is offered as described previously. Additionally, ESL students have the option of enrolling in I-BEST programs that lead to college certificates/degrees and employment. Instruction is offered in classroom, online, small-group and tutoring formats. HSE students are provided career pathways to complete career and technical education programs while earning their HSE diploma.

Regarding workforce preparation, CNM will continue to provide activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. Students in our program will develop competencies in utilizing resources, using information, working with others, understanding systems, transitioning into and successfully completing postsecondary education or training or employment.

Regarding integrated education and training, CNM will continue to provide adult education and literacy activities concurrently with workforce preparation and training for specific occupations and occupational clusters based on the needs of our region.

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Funds previously awarded to CNM for Adult Education have been spent on salaries and benefits for instructors, tutors, and ABE staff including an assessment supervisor/data technician, an achievement coach/advisor, the program director, ABE technicians, and a student services technician.

Students Served

CNM primarily serves students who reside in Bernalillo County. Demographic data for our student population is included in NRS tables available in LACES. NRS Table 1 shows participants by entering educational functioning level (ABE & ESL), ethnicity, and sex. Graphic representations are shown below.
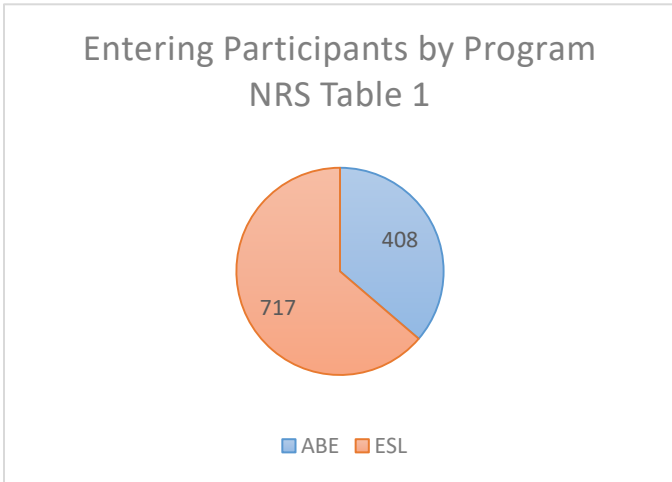

Figure 1: Entering Participants by Program

Overall participation increased by 14% as compared to the previous fiscal year.
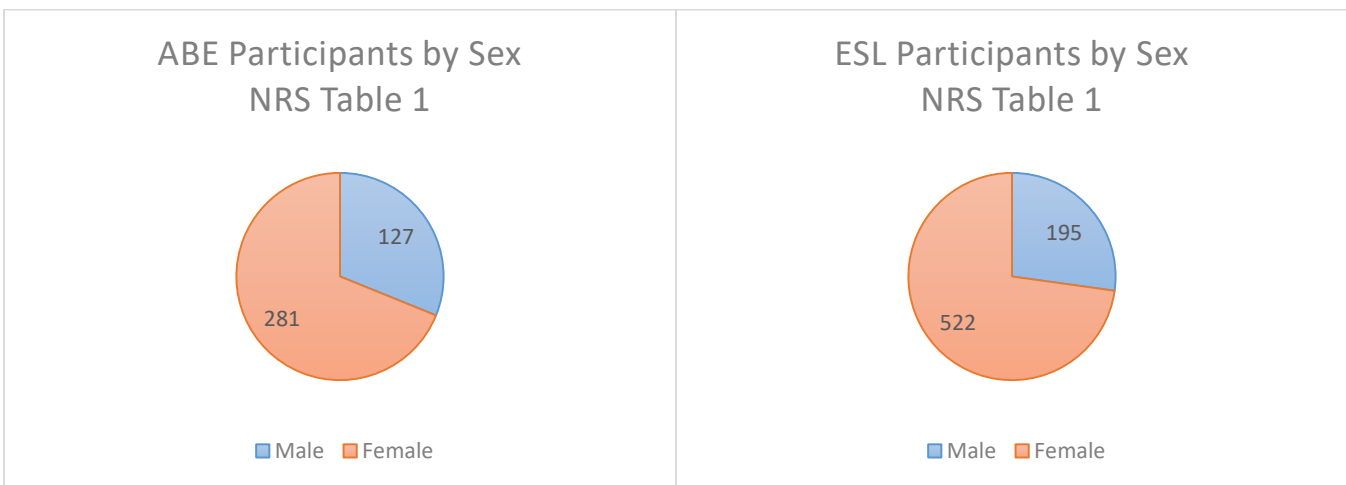

Figure 2: ABE & ESL Participants by Sex

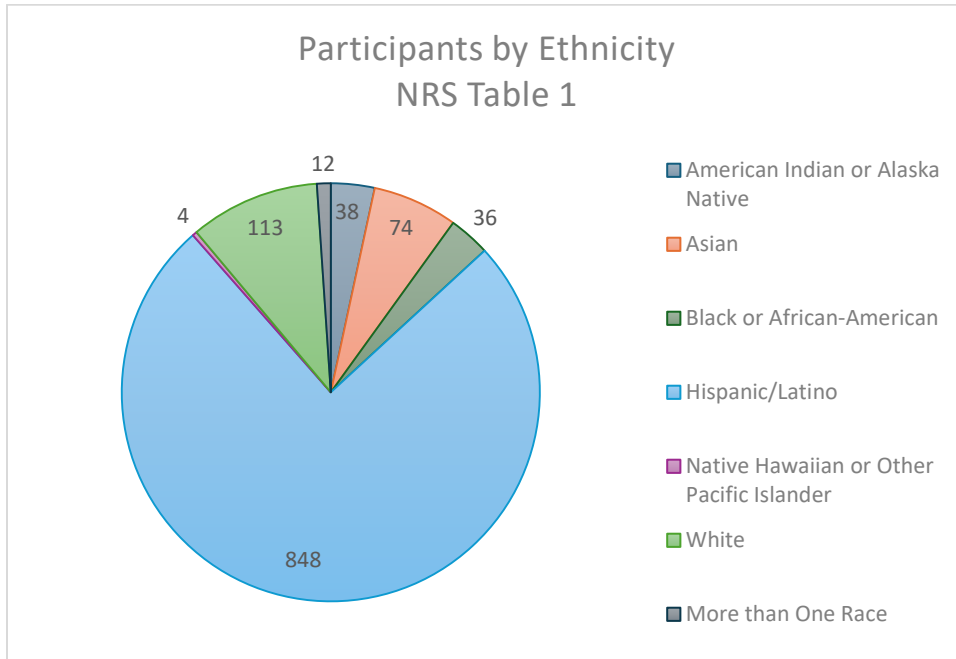# New Mexico Adult Education Local Program Annual Report 2023-2024

Figure 3: Participants by Ethnicity

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

There were no administrative staffing changes during FY 2023-2024. However, we're happy to announce the addition of an ABE Achievement Coach for FY 2024-2025, funded by CNM. This change is expected to provide enhanced student services with a focus on student success.

We've also hired a new full-time faculty member to teach ESOL and ESL, beginning in the Fall 2024 academic term. This faculty member will replace a position vacated by retirement.

Program Enhancements

In an effort to increase our post-test rate, we mandated in-class paper testing for our in-person courses. This increased our post-test rate from 44.7% in FY 2022-2023 to 53.2% in FY 2023-2024. This change is a likely contributor to our increase in measurable skill gains as well.

Moving forward with enhancements to our testing procedures, we've selected and implemented TABE as our standardized testing instrument for FY 2024-2025. This change will allow us to offer more subject area tests in both high school equivalency and English as a Second Language programs. Our hope is to better showcase our students' progress, realizing a positive change to educational functioning levels and measurable skill gains.

Goals

Generally, we seek to increase high school equivalency attainment, entrance into post-secondary education and training, employment opportunities, and English language acquisition. Metrics for these categories are quantified in measurable skill gains and educational functioning level gains. CNM made performance gains over the last fiscal year in all

categories, as shown in the figure below (New Mexico Higher Education Department Adult Education Division, 2024). These gains have increased the total success of the local population.

Program Code	%MSGs	NRS Enrl	%EFL gain	%Post rate
SIPI	31.60	6.00	21.10	19.68
UNM-Va	28.95	-50.00	18.54	7.32
YDI	20.30	15.00	8.55	5.16
Dine	20.26	12.00	11.03	23.74
GB	18.28	64.00	9.62	-3.01
DACC	12.48	-12.00	8.60	12.43
LCC	11.06	1.00	5.42	5.01
ENMU-Rui	10.85	13.00	-12.50	-3.69
SFCC	10.30	146.00	3.34	7.71
NMSU-Al	7.79	-9.00	9.05	-8.69
NMCD	7.67	12.00	2.99	1.94
CNM	6.00	137.00	2.00	8.23
ENMU-Ros	5.37	130.00	8.85	-4.38
WNMU	5.18	98.00	3.38	-2.50
UNM-LA	4.09	3.00	-30.00	-9.26
NNMC	3.96	71.00	4.71	-25.51
UNM-T	3.48	29.00	-10.01	1.01
MCC	3.33	34.00	1.52	4.48
ABQ-ALC	2.97	-40.00	18.46	-2.40
UNM-G	1.65	44.00	6.18	-7.33
NMSU-GR	1.36	9.00	11.54	-2.80
CC	1.35	-39.00	0.12	0.60
SENMC	0.91	25.00	3.56	-1.45
SJC	-0.47	28.00	-2.36	5.50
CCC	-1.04	31.00	-2.86	4.76
NMJC	-3.39	45.00	-3.20	3.71

KEY to changes from June 2023 to June 2024
%MSGs = change in measurable skill gain percentage points
NRS Enrl = change in number of NRS participants
%EFL gain = change in educational functioning level gains percentage points
%Post rate = change in post-test rate percentage points

Figure 4: New Mexico Adult Education Programs' Change in Performance in June 2024 as compared to June 2023

Further increases in measurable skill gains were realized in July 2024, as shown in the next figure. Of the three schools with the largest increase in enrollment, CNM had the largest increase in measurable skill gains.

Program Code	%MSGs	NRS Enrl	%EFL gain	%Post rate
SIPI	45.95	7.00	20.38	19.96
GB	38.37	65.00	9.62	-3.23
ENMU-Rui	33.85	13.00	12.50	-3.69
UNM-Va	32.46	-47.00	18.54	6.04
YDI	26.16	15.00	8.24	5.16
Dine	24.29	18.00	11.04	18.57
LCC	17.59	1.00	5.50	5.01
CNM	17.31	139.00	2.00	8.32
NNMC	16.70	78.00	4.71	-23.94
NMCD	16.28	44.00	2.18	4.08
DACC	15.01	-12.00	8.60	12.43
SFCC	13.44	146.00	3.22	7.83
ENMU-Ros	12.77	131.00	8.85	-4.44
NMSU-Al	11.18	-9.00	9.05	-8.69
UNM-G	10.32	44.00	5.51	-6.72
ABQ-ALC	10.22	-40.00	18.46	-2.40
UNM-T	9.26	29.00	10.01	1.01
NMSU-GR	8.51	9.00	11.54	-2.80
UNM-LA	7.85	10.00	35.02	-4.70
CC	7.33	-39.00	0.12	0.60
WNMU	6.93	98.00	3.38	-2.50
MCC	6.41	34.00	1.52	4.48
CCC	3.10	31.00	-2.86	4.76
SENMC	1.91	25.00	3.56	-1.45
SJC	1.40	28.00	-2.36	5.50
NMJC	-2.70	44.00	-3.20	3.93

KEY to changes from July 2023 to July 2024
%MSGs = change in measurable skill gain percentage points
NRS Enrl = change in number of NRS participants
%EFL gain = change in educational functioning level gains percentage points
%Post rate = change in post-test rate percentage points

Figure 5: New Mexico Adult Education Programs' Change in Performance in July 2024 as compared to July 2023

The above figures also show that enrollment is increasing in all New Mexico programs. During the next fiscal year, CNM is planning to increase student success in the midst of continued enrollment increases. This plan includes increased staffing to support the larger student population, continued curriculum revision, continued emphasis on our successful integrated education and training programs, such as the Child Development Certificate, and increased collaboration with the local American Job Center.

Looking ahead to FY 2025-2026, CNM will work to develop additional integrated education and training programs that may include electric vehicle technology, medical assisting, and community health worker training.

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?

Distance Learning Offerings

CNM ABE programs offer in-person and asynchronous online instruction. The number of sections offered during FY 2023-2024 is shown in the table below. IBEC and IBNA are our IET specific courses. IBEC is the prefix for modified I-BEST style courses connected to our Early Childhood program. IBNA are the I-BEST style courses connected to our Nursing Assistant program.

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Table 1: Number of Sections Completed in FY 2023-2024 by Program and Modality

Program	In-Person	Online	Total
ABE	33	42	**75**
ESL	53	24	**77**
IBEC	2	7	**9**
IBNA	6	0	**6**
Total	**94**	**73**	**167**

In an effort to provide more access to instruction, combined with demonstrated success in CNM credit courses, we launched courses in the "Real-Time Online" format, as shown on our "Class Options" webpage: https://www.cnm.edu/students/services/class-options-at-cnm (Central New Mexico Community College, 2024). CNM's ABE faculty developed curriculum for the "Real-Time Online" format in the previous program year to deliver synchronous online instruction to ABE students in FY 2023-2024. Specifically, we piloted this modality for all levels of our language arts courses, offering them in the Fall 2023, Spring 2024, and Summer 2024 terms. However, each time we offered Real-Time Online courses, they had to be cancelled due to low enrollment. Clearly, students preferred in-person or asynchronous online courses to synchronously scheduled online courses, despite the perceived benefits of such an offering.

Looking ahead, we plan to explore hybrid courses to accommodate student work schedules. Traditional hybrid courses meet in-person half the time, while the other half of the course is delivered online, asynchronously. Given our current schedule, this would require students to attend class two days per week as opposed to four days per week in our standard in-person format.

Digital Literacy & Digital Equity

CNM's ABE Program acknowledges the diverse needs and varying skill levels of adult learners. Our instructors use formative assessments to gauge learners' digital skills and provide personalized feedback to support their growth.

CNM, as an institution, has chosen a user-friendly learning management system (Brightspace) that is accessible on various devices and ensures that the Brightspace platform has robust technical support for students. CNM's Disability Resource Center and Department of Instructional Support also work to ensure that all digital content is accessible to learners with disabilities.

CNM supports teaching and learning using electronic technologies through our "Jumpstart for Learners" self-paced course in Brightspace, the institution's learning management system. This course is accessible to students on demand. Additional supports include CNM's Learning and Computer Center (https://www.cnm.edu/depts/the-learning-and-computer-center-tlcc), and CNM's Virtual Writing Center (https://www.cnm.edu/depts/the-learning-and-computer-center-tlcc/online-writing-lab). More information on digital supports for CNM students can be explored here: https://www.cnm.edu/depts/innovation-and-instructional-support/students.

CNM ABE students have choice in their selection of HSE and ESL courses. After testing, students complete a class preferences form indicating whether they prefer in-person or online courses. In-person and online courses are available for every course level offered in both HSE and ESL programs. In addition to the opportunity afforded to each ABE student, our students discuss their options with our ABE achievement coach to determine the best courses given life circumstance, home and device infrastructure, and experience with digital learning platforms. For those who wish to take an online course and who may need access to necessary technology, CNM offers open computer labs to support students at any CNM campus (https://www.cnm.edu/depts/the-learning-and-computer-center-tlcc/home). Tutors are also available to assist students with online learning.

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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.

As described in previous reports, "CNM ABE coordinates activities with a number of education, training, and social service resources in Albuquerque, both internal and external to CNM. Below is a list of our current partnerships.

CNM ABE partners with Lutheran Family Services (LFS) by providing adult education and I-BEST training to their clients. We have an arrangement with LFS case managers whereby we provide them with our class schedules, access to educational records (via waivers signed by the students), and in some cases appointment times for them to bring several refugee students to our office for registration. Some of their refugee clients come to the US with high levels of education and training from their home countries, including medical professionals. **(MOU)**

CNM has a Memorandum of Understanding (MOU) with NM TESOL to host the Professional ESL Resource Center (PERC) at the Montoya Campus. The PERC houses an extensive array of commercial and custom-developed ESL teaching materials, accumulated and created by the donors Catherine and Mac Lewis. The materials range from pre-K to adult and offer a broad variety of resources to help students learn, practice and improve their English skills. Two NM TESOL Board members take turns in helping ESL teachers from around the state check out materials from the PERC. **(MOU)**

Tres Manos Child Development Center provides low-cost, high-quality childcare to parents who are CNM students, including CNM's Adult Education students. This partnership enables CNM ABE students, many of whom are parents of young children, to attend school while their children are being cared for at a facility located adjacent to the CNM Main Campus. **(Informal Agreement)**

New Mexico Child Advocacy Network (NMCAN): This organization helps support youth who are aging out of the foster-care system. CNM ABE provides services, academic coaching, and other resources as needed. **(Informal Agreement)**

Through CNM's School of Nursing and Patient Support, CNM's Nursing Assistant I-BEST program provides students with the knowledge and skills needed to become a Certified Nursing Assistant. The I-BEST program provides additional support to students in theory and skill practice as well as exam preparation. Additionally, the program coordinates with local health care organizations throughout the city to provide clinical training to our ABE I-BEST Nursing Assistant students. **(Informal Agreement)**

Since the inception of I-BEST programs at CNM in 2012, CNM ABE has partnered with CNM's career technical training programs to offer technical training in integrated basic education and training. CNM also continues to create innovative career pathway programming, in collaboration with other schools at the institution. CNM ABE has partnered with for-credit programs including:

- Early Childhood Multicultural Education (2012 to present) **(Informal Agreement)**
- Nursing Assistant (2013 to present) **(Informal Agreement)**
- Customer Service Training (2017 to present) **(MOU)**
- Retail Management (2020 to present) **(MOU)**
- Hospitality and Tourism (2020 to present) **(MOU)**
- Automotive Service Fundamentals (2020 to present) **(MOU)**
- Unmanned Aircraft Systems (2020 to present) **(MOU)**

CNM ABE's program director, David Valdés, is a member of the board of the Workforce Connection of Central New Mexico (WCCNM). Following the central region workforce board's plan, the ABE program will partner with CNM's

postsecondary certificate and degree programs to focus on the top projected growth occupations in our region, expanding our current offerings.

CNM ABE has an **MOU** with the Workforce Connection of Central New Mexico (WCCNM). WCCNM provides resources and services through the local "One-stop" operator. […]" (CNM ABE Program Faculty and Staff, 2022).

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?

Our professional learning priorities were to (1) complete all institutional mandatory trainings, (2) send all staff to critical conferences in adult education, and (3) to support self-directed learning in a variety of professional learning opportunities.

Mandatory training is monitored by the institution. All faculty and staff must remain in compliance to continue in their roles. These trainings are monitored by the CNM Human Resources Department.

Several staff and faculty members participated in adult education conferences including the annual New Mexico Adult Education Association (NMAEA) conference, the annual Coalition on Adult Basic Education (COABE) conference, and the annual Mountain Plains Adult Education Association (MPAEA) conference.

Self-directed professional learning supported by the program included:

      CNM Enrollment Services Student Success Retreat
      CNM Faculty Focus Day
      COABE annual conference
      Color Vowel Basics - Level 1 On Demand Video Courses
      Color Vowel Conference in Washington, DC
      CTL Teaching and Learning Conference
      Faculty Learning Circle on Belonging
      IET Basic Design Camp
      IET Institute
      IET Integrated Education and Training
      Laces Monthly Data Training Webinars
      Laces NM Tutorial Videos
      LEAD Institute
      Mental Health First Aid
      Merida's Cultural Journey: A Walk Through Time, Merida, Mexico
      MPAEA annual conference
      NM PROPEL: Teaching Skills that Matter
      NMAEA annual conference
      NMDELT Teacher's Institute
      NMTESOL Spring Conference
      Peer Coaching Training

Return to ELPS: How to support students in class while preparing them for standardized tests.
TABE Test Certifications 1 and 2
International TESOL annual conference
Three Keys to Unlocking the English Language Proficiency Standards (ELPS)
Training from the Back of the Room
Volunteer English and ESL Tutoring

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?

Impact is described on a personal and programmatic basis. Personal impacts are given below in answering the question, "Give one example of how you have used, or intend to use, what you learned in this PLA?"

The table below outlines some impactful take-aways our faculty and staff have shared:

COABE Conference	I went to a workshop on teaching workforce preparation skills and revised my lesson on interview language based on this information. I taught the new lesson to students this spring.
Color Vowel Basics - Level 1 On Demand Video Courses	Supporting students with the speaking component of learning English as a Second Language.
CTL Teaching and Learning Conference	I learned more about AI and how to do searches which I plan to use for future classes.
Faculty Focus Day CNM	I went to a session on Yuja platform basics and have been using the video quiz feature in Yuja more.
IET Integrated Education and Training	Learned a ton from networking. Now I'm referring students to Catholic Charities and Albuquerque Adult Learning Center for basic reading foundations. I'm excited about the possibility of the Electric Vehicle Tech Pathway. I learned a lot of background on how IETs are created and I think that will help with my recruiting and advising.
Merida's Cultural Journey: A Walk Through Time, Merida, Mexico	This event helped me to enrich my knowledge of Latin American culture and its history. It will help me to better understand the diversity and subtle cues of my ESL students and connect with the students' cultural and language experiences.
MPAEA conference	I got some excellent reading and writing strategies to use in class
NM PROPEL: Teaching Skills that Matter	Incoming students receive direct instruction in accessing the CNM network, installing Outlook, accessing Brightspace on their phones. Students use Slido, Google Lens, Blue Canoe in the classroom.

NMDELT Teacher's Institute	I have made sure that students get a chance to engage in a problem-based activity for every unit. They really enjoy working together and a 'problem' motivates them to speak and think in English. This activity works best when they know they are not graded on their speaking abilities or opinions and decisions.
NMTESOL Spring Conference	I went to a workshop about using a one-pager graphic organizer to help students comprehend key ideas in videos. I used one of the example organizers for our video on parent-teacher conferences. I noticed that beginning students increased the complexity of their sentences when they presented conferences after using this strategy.
Volunteer English and ESL Tutoring	I had to assess an ESL student's language proficiency and develop specific reading, pronunciation, and grammar strategies. This PLA will help me teaching other ESL students by offering regular practice and complex grammar concepts.

On a programmatic level, our quarterly reviews and communications with Dr. Katya Backhaus have been the most impactful to changes in practice as well as increases in measurable skill gains. Although this isn't strictly listed as professional learning, feedback on our data along with suggestions for change create conversations that lead to critical learning on the administrative level. One of our immediate gains from these conversations was an increase to our IET specific measurable skill gains. Specifically, Dr. Backhaus helped our data technician understand how to correctly account for all gains in LACES. Another change, as a result of these conversations, presentations from both CASAS and TABE representatives, and "in-house" conversations, has been the shift from CASAS to TABE as the standardized testing platform for the next fiscal year. TABE provides more subject area subtests than CASAS, which will provide our students more opportunities to demonstrate educational gains.

The next most impactful practice to programmatic changes has been meeting with peer leadership from sister institutions on a regular basis. This gives us the opportunity to discuss processes and perceived successes in an open forum. One example includes multiple-person remote proctoring. Santa Fe Community College (SFCC) has used this method of proctoring for some time and was more than willing to share their practice with CNM. This gave us the confidence to pursue multiple-person remote proctoring. In consultation with TABE representatives, CNM will move forward with multiple-person remote proctoring to enhance our testing practice in the next fiscal year. Generally speaking, in the context of change management, this type of venue seems more powerful and productive than a structured learning environment, such as a professional development course.

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

Successes

Our plan included conference attendance and self-directed learning. These kinds of open-ended learning opportunities gave participants the agency to select what they believed would be the most impactful training for their work, pairing

passion and upskilling in a supported environment. This strategy has been successful from the personal impact perspective, which we believe translates to student and program success in the long run.

Specific and targeted training was also a component of our professional learning plan. Training was offered to (1) meet compliance standards, and (2) develop role-specific skills. For example, training in LACES data entry meets state compliance standards while serving a critical function in program onboarding and student success analysis.

Challenges

The challenge is to determine optimal requirements to truly develop each member of the faculty and staff to enable a direct, positive change in student success. In the 2023-2024 professional learning plan, a certain number of compensated professional learning hours was specified based on hourly employment. For example, every employee who worked 30 or more hours per week was required to be compensated for 20 hours of professional learning. This time-based requirement was easy to estimate for hourly employees, but difficult for part-time faculty. At CNM, some part-time faculty may only teach one course per term while others teach two or three courses per term. Most of our courses are 45 hours in duration plus 15 office hours. This creates a time disparity in the required number of professional learning hours for some faculty. Furthermore, faculty at CNM are under collective bargaining agreements (https://www.cnm.edu/depts/hr/labor-relations). These agreements govern the relationship of the faculty and the institution, despite particular time requirements for professional learning in ABE programs. An alternative to time-based professional learning requirements is competency-based requirements.

> 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?

Given the responsiveness of the NMHED Adult Education Division staff, along with funding to support professional learning, we were able to implement the professional learning plan. Continued funding of professional learning is key to successful implementation of the policy.

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) **1125**

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) **1347**

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) $\frac{599}{1125} \approx \mathbf{53.2\%}$

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%	27.03%	42.31%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	27.86%	55.70%
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	44.29%	35.67%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	45.21%	44.20%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	$4788.00	$5843.75

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.

Our participation rate this year is 0.5 percentage points higher than last year, remaining relatively flat for the last two program years. As part of our onboarding process, students were required to take the CASAS exam at intake, which contributes significantly to our number of reportable individuals. The trend has remained flat as the onboarding sequence has remained the same. We look forward to considering new processes in PY 2024-2025.

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.

Our post-test rate this year increased to 53.2%, 8.5 percentage points higher than the previous year, and the highest rate for our program in the last eight years. This gain is most likely due to our change in testing practice for continuing students which required in-class paper testing at the end of each five-week session.

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.

The table below shows our program's performance relative to negotiated levels of performance and state targets (combined in the last column). All entries in green show program performance above state targets while those in red are below.

Table 2: Program Performance and State Targets

Adult Basic Education (HSE and ESL Combined)	PY2023-24	PY2023-24 Targets
Employment (Second Quarter After Exit)	35.67%	24%
Employment (Fourth Quarter After Exit)	44.20%	25%
Median Earnings (Second Quarter After Exit)	$ 5,843.75	$ 3,750.00
Credential Attainment Rate	55.70%	26%
Measurable Skill Gains	42.31%	33.5%
Number of Participants	1125	
Reportable Individuals	1347	
Number of Pre- and Post-Tested Participants	599	
Percent Participation	45.5%	
Post-test rate	53.2%	50%
Percentage Achieving EFL Gain	49.08%	60%

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Employment outcomes including median earnings are related to the counseling we provide in our coaching sessions, services provided by CNM's Career and Job Placement office, connections with partners such as the local American Job Center, and overall workforce opportunities in the local region.

Credential attainment rate is attributable to high school equivalency completers and post-secondary education credentials. Our CNM Assessment Center provides an excellent resource for GED and HiSet practice tests as well as the official exams. CNM also provides an excellent pipeline from adult education to post-secondary education and training for our student population.

Measurable skill gains increased significantly over the prior program year. Some of the positive change is attributable to our increase in post-testing rate while the rest is attributable to change in NRS reporting rules, allowing demonstration of HSE subtest completion, and enrollment in a post-secondary education prior to exiting adult education programs.

CNM's post-test rate exceeded the state target for the first time in many years. We believe the increase came as a result of conducting paper exams in class at the end of each class session during this program year.

Although our EFL gain rate was lower than the state target, it increased over last year's rate by 1.08 percentage points. We consider this a move in the right direction, and look forward to further improvement.

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

Educational functional level (EFL) gains are demonstrated through standardized testing, and therefore reflect (a) testing practices, and (b) curricular efficacy.

To address testing practices, CNM has moved from CASAS to TABE for the 2024-2025 program year to implement additional subtests not available in CASAS. Our hope is to more fully demonstrate our students' educational gains through multiple tests. For example, our language arts students will now be required to complete the TABE Reading exam as well as the Language Arts exam. This will provide two pathways to show educational gains as opposed to the single pathway in CASAS (Reading Goals). As we implement the new standard, we'll monitor student progress and overall impact on student success, then make changes to optimize our practice.

To address curricular efficacy, we will ask our full-time faculty to evaluate (a) course alignment with NRS levels, (b) efficacy of the course schedule and intensity of assignments, and (c) the overall structure of our courses as a pathway to HSE completion, English language acquisition, and/or post-secondary education and training.

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

Trends in measurable skill gains, post-test rate, and participations are shown in the following figures.
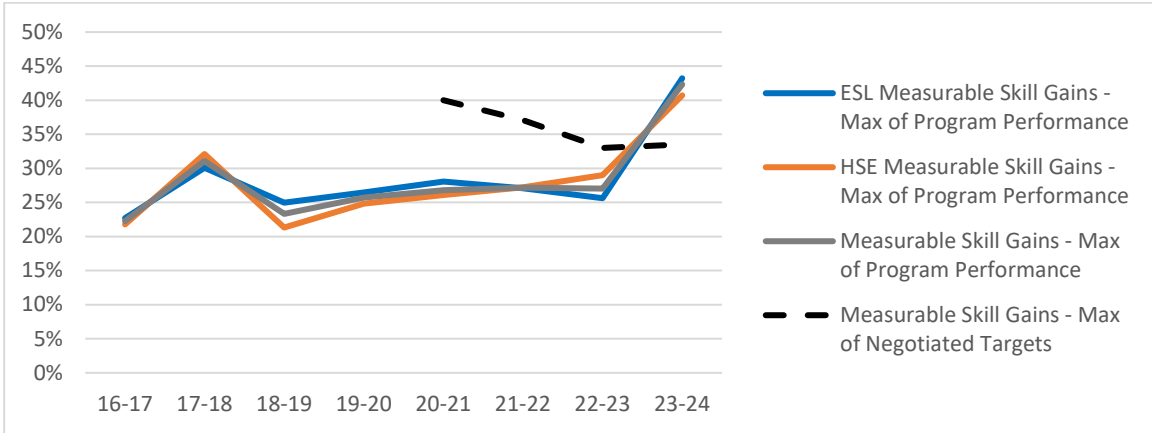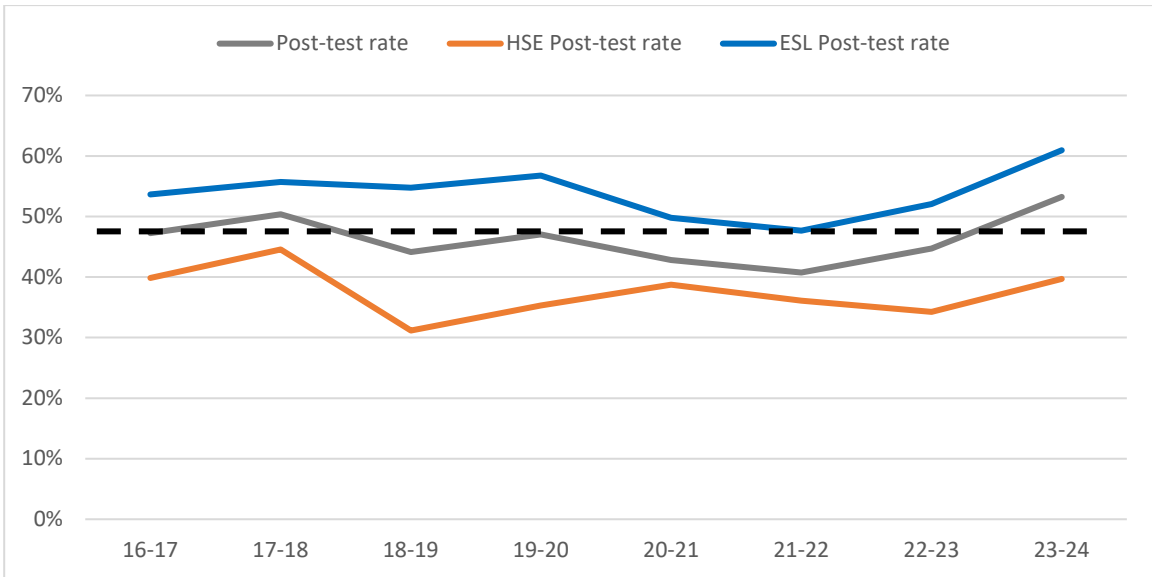
Figure 6: Trend in Measurable Skill Gains

Figure 7: Trend in Post-Test Rate

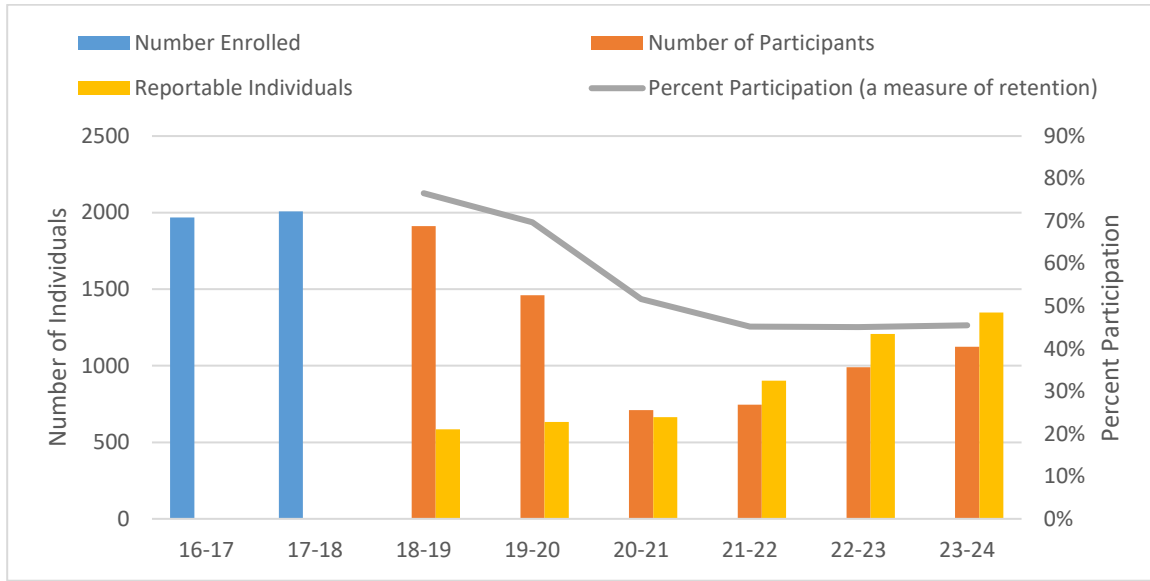# New Mexico Adult Education Local Program Annual Report 2023-2024

Figure 8: Enrollment and Participation

The trend in measurable skill gains looks promising as reporting practices acknowledge the educational advancement shown in GED and HiSet subtest completion as well as entry into post-secondary education and training concurrent with adult education.

The trend in our post-test rate indicates progress in our ESL program, while simultaneously indicating work to be done in our HSE program even though our testing practices were the same across programs. This may be attributed to different levels of motivation between the ESL and HSE student populations. We plan to explore these differences to find solutions in this program year.

Enrollment and participation were down leading into and through the pandemic. Since then, both participation and the number of reportable individuals has grown steadily, in step with one another. This indicates growing interest in the local population to complete their high school equivalency diplomas and to learn English. Our common onboarding practice during the period shown was to use our standardized testing platform, CASAS, to place students into appropriately leveled courses. This moved students immediately into the "Reportable Individuals" status. Moving forward, we will consider our placement practices to ensure that we're optimizing services for students who are motivated to complete our programs.

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.

At CNM, data is continuously shared with program faculty and staff, School of Education leadership, and college-wide, as appropriate. The intent behind this communication strategy is to inform, analyze, and collaborate.

For example, on October 23, 2023, during a presentation at CNM's annual Budget Fest, we used enrollment and performance data to make the case for adding an Achievement Coach position to our staff, paid by the institution. CNM leadership decided to fund the request to further support ABE at CNM.

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On March 7, 2024, CNM organized an ABE Program Retreat and invited faculty and staff to come together to discuss our performance challenges. We also invited Dr. Katya Backhaus, state HSE administrator, to answer questions and help us strategize. Performance data was presented to faculty and staff to inform and brainstorm.

On June 21, 2024, CNM invited associate deans and deans from all our academic schools to a conversation on integrated education and training (IET) as well as student pathways from adult education to CNM credit programs. CNM vice presidents were also invited in addition to the NM Adult Education Director, Amber Gallup. During this meeting data was presented on CNM ABE enrollment as compared to the institution as a whole over a fourteen-year period. This was insightful and thought provoking to all present. Conversations at CNM have continued related to potential IETs in electric vehicle technology, community health, medical assisting, mechatronics, and more.

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	2743 Estimate of orientation completers	$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	1976 Number of reportable individuals plus number of participants who pre-tested in FY 2023-2024	$0	$0
Referrals to and coordination of activities with other programs and services.	Career Service	CNM ABE Tutoring: • 735 Emails. • 806 Advising Appointments. • 369 Advising Summaries in English • 341 Advising Summaries in Spanish Toal =2,251 with duplication *Duplication is intended to provide students	$0	$0

		with various means of accessing information. CNM Accessibility Services • 46 Direct Referral emails • 806 Advising Appointments • 369 Advising Summaries in English • 341 Advising Summaries in Spanish Total =1,562 with duplication *Duplication is intended to provide students with various means of accessing information. CNM Wellness • 19 Direct Referral emails. • 806 Advising Appointments • 369Advising Summaries in English • 341 Advising Summaries in Spanish Total =1,535 with duplication *Duplication is intended to provide students with various means of accessing information.		
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	Bi-lingual program (ESOL/IRW/Community Health Worker): • 64 Direct Email Referrals IBEC • 29 Direct Email Referrals IBNA • 34 Direct Email Referrals, 4-5 student participants per program session—total of approximately 12 students registered for the year.	$0	$0

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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	CNM food pantry referrals • 806 Advising Appointments • 369Advising Summaries in English • 341 Advising Summaries in Spanish Total = 1,516 with duplication *Duplication is intended to provide students with various means of accessing information.	$0	$0
Total:			*	
Integrated Education and Training (IET) programs	Training Service	152	$0	$0

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

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.

Two CNM administrators serve on the Workforce Connection of Central New Mexico (WCCNM), President Tracy Hartzler, and Associate Dean and ABE Director, David Valdés (Workforce Connection of Central New Mexico , 2024).

Additionally, David Valdés participates in bi-weekly meetings of the WCCNM staff to discuss service to our common constituents. WCCNM has provided their reference portal for direct references from our ABE achievement coaches. CNM's Career and Job Placement office within the division of Workforce and Community Success also connects students directly to the local workforce system.

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?

Page 42 of the local workforce development plan states, "Postsecondary schools, especially community colleges, are a fundamental part of the workforce development systems. Strengthening communication between schools and colleges is especially important so that today's students have hope for future employment in a post-pandemic economy. Key partners with the WCCNM Workforce Board include representatives from schools such as CNM, UNM-Valencia, etc." (Workforce Connection of Central New Mexico, 2022). CNM is happy to provide representation on the board by both the president and the ABE director, as mentioned previously in this report.

Page 59 states, "Service delivery for English Language Learner (ELL) is one of WCCNM's core objectives and is also a high priority of the Title II - AEFLA activity, including English Language Acquisition instruction and related instruction/activities. Example, Civics Instruction and engagement which account for nearly 1/3 of all Adult Education program services" (Workforce Connection of Central New Mexico, 2022). CNM supported over 700 English Language Learners (ELLs) in our English as a Second Language (ESL) program during FY 2023-2024.

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Page 69 states, "Special attention is paid to the hardest to serve, most in need youth, i.e., youth with disabilities, and other barriers such as homeless youth, foster and former foster youth, offenders, and/or expecting and parenting youth. […] youth may be referred to Title II Adult Education for services (youth ages 16 and over) who are not enrolled in school or required to be" (Workforce Connection of Central New Mexico, 2022). During the 2023-2024 program year, CNM ABE programs served 125 participants aged 16-18 years of age.

Page 71 states, "The Adult Education program seeks to ensure that state and local service providers offer adult education and skills development programs that accelerate achievement of diplomas and credentials among [Native] American workers, including immigrants and individuals with limited English language skills" (Workforce Connection of Central New Mexico, 2022). CNM collaborates with the Native American Advisory Council (https://www.cnm.edu/depts/dei/cultural-teams/naac) to provide education and services to Native Americans. During the Spring 2024 academic term, the Native American Advisory Council hosted a tribal education summit at CNM's main campus. Associate Dean and ABE Director, David Valdés, presented CNM's ABE programs, highlighting how Native Americans can access and succeed in our HSE and ESL programs.

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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.

CNM supported one ABE Achievement Coach for the 2023-2024 program year. Going forward, the institution will support two Achievement Coaches, which will increase the capacity of career planning and advising for ABE students. The role of the coach is to meet with students to provide educational success coaching, direct students to the services offered at CNM, provide career resources and referrals, and to provide exit coaching to guide students when they leave the ABE program. ABE coaches also coordinate career pathway and IET onboarding and coaching in collaboration with faculty and staff within the workforce education and training areas (i.e., outside the ABE program).

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) $\boxed{152}$

3. What percentage of your NRS students participated in IET programs $\frac{152}{1125} \approx \boxed{13.5\%}$

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

4. Enter MSG rate of your IET participants $\boxed{106.89}$

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

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

Successes

Our most successful IET is the Child Development Certificate under the umbrella of Early Childhood Multicultural Education (CNM, 2024). This program is housed within education programs under the School of Education at CNM. This is an 11 credit-hour program paired with ESL support courses to provide English language instruction. There are several reasons for the success of this program.

- College-level courses are delivered in Spanish
- College-level courses are paired with ESL courses
- Community members are encouraged to gain certification through New Mexico's Early Childhood Education and Care Department (ECECD)
- Students are eligible for stipends through ECECD
- Most of our students already work in the childcare sector
- Students are onboarded by a program coordinator who then collaborates with our ABE coaches and enrollment services staff
- Instructors share student lists and communicate frequently about how ESL courses (IBEC) can best support early childhood courses (ECED)
- IBEC courses match the timing and duration of ECED courses, though they are not taught simultaneously

- IBEC courses are required for students taking Spanish-only courses in the Child Development program
- Instructors who are driven by the desire to help our students succeed

The value of this program is driven by requirements and financial support, fed by high quality instruction. Below is a list of some of the global factors that clearly lead to the success of this program.

- Required (or highly encouraged) certification
- Required English language instruction
- Financial support
- High quality instruction
- Determined faculty and staff
- High quality collaboration between college and ABE faculty and staff

Challenges

CNM offers a successful Nursing Assistant program (CNM, 2024) paired with ESL classes. However, this pairing comes with challenges.

- Many of our students are required to pay non-resident tuition
- Recruiting for the IET is completely done by ABE faculty and staff
- Financial support through CNM's Advantage Scholarship (CNM, 2024) is present, but varies in level of funding available to students
- College-level instructors may be inexperienced in working with English language learners, creating somewhat of a cultural barrier
- Medical terminology can be difficulty to learn

Lessons Learned

English language support for programs sought by English language learners is much more valuable than the concept of recruiting to accelerate or enhance existing programs. In a nutshell, support trumps acceleration for ELLs.

Moving forward in our IET development, we plan to take advantage of the drivers of success noted for our Child Development program. These principles will be carried forward in our development of HSE focused IETs as well.

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.

CNM's ABE onboarding process is described on our "ABE Application Information" webpage (CNM, 2024). Each step in the process is clearly delineated with resources and links for each step. Below is an image of our ABE Step Card. English and Spanish versions of this card are distributed to high traffic areas at CNM including our one stop welcome centers, assessment centers, and general advising areas.

Figure 9: ABE Step Card

Our ESL and HSE orientations are offered virtually on demand. Students can complete the orientation any time during the year. Orientations deliver general information about our HSE and ESL programs, classes, student resources and expectations, requirements, and next steps. When a student completes the online orientation, they're sent a link to our ABE application to the email they specified in their commitment contract.

Students then complete the ABE application. This is an electronic application in Banner. The application consists of all questions on the state's intake form. Once the application is complete, our enrollment staff create student accounts in Banner, then send a welcome letter to the email address specified on the application. The welcome letter includes their CNM ID, CNM email address, login credentials, and instructions to schedule testing, the next step in the process. Like the orientations, applications are completed at the students' discretion, subject to registration deadlines given on our website (CNM, 2024).

Our next step is testing. Students use the instructions given in our welcome letter to schedule tests (CASAS in FY 2023-2024, TABE in FY 2024-2025). Tests are currently scheduled online at https://www.cnm.edu/depts/assessment-center/high-school-equivalency-hse-testing/tabe-test. In-person testing is available at CNM's Main, Montoya, and Westside campuses. Remote testing is also available.

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Once testing is complete, proctors describe the next step then send information to the student's CNM email address.

After testing, students complete a Class Preferences Form to indicate which campus they prefer (if any), class time preference, and the subject they wish to take, e.g. HSE Math. This information goes to our enrollment services staff, who then create a schedule for the student. Once this is done, enrollment staff contact the student with their schedule and instructions on paying the ABE program fee.

Students then pay the $10 ABE program fee once per academic term. This includes two five-week sessions. This fee is used to purchase instructional materials as needed. Payment can be made online or in-person at any CNM campus.

Finally, students schedule success coaching with our ABE Achievement Coach. Coaching will occur sometime in the student's first five weeks in the program.

Dates and deadlines for key steps in our registration process are shown at the bottom of our home page https://www.cnm.edu/programs/programs-a-z/adult-basic-education. For example, the table below shows our dates and deadlines for the Fall 2024 academic term.

Table 3: Fall 2024 Dates and Deadlines

Event Name	Session A	Session B
Last day to complete virtual orientation	Saturday, August 24, 2024	Saturday, October 12, 2024
Last day to complete the ABE Application	Sunday, August 25, 2024	Sunday, October 13, 2024
Last day to complete TABE tests	Saturday, August 31, 2024	Saturday, October 19, 2024
Last day to complete the ABE class preferences form for registration	Wednesday, September 4, 2024	Wednesday, October 23, 2024
Session Begins	Monday, September 9, 2024	Monday, October 28, 2024
Session Ends	Sunday, October 13, 2024	Sunday, December 1, 2024

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.

Our courses are scheduled in two five-week sessions per academic term. Students typically schedule 1-2 courses during each session. Each course is 45 instructional hours plus 15 office hours to be used at the students' discretion. In-person courses are delivered four days per week, Monday through Thursday. Each class session is 2 hours and 15 minutes in duration.

In addition to the intensive course schedule, curriculum and instruction to promote learning gains are the primary focus of our full-time faculty. Course curriculum is reviewed, revised, and maintained by full-time faculty and is aligned to CCRS and/or ELP standards by NRS level.

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.

As described in our previous annual report, CNM's ABE programs provide online options for all classes and levels and has expanded its reach to serve students outside of the ABE metro area. Online course shells provide accessible content in the form of videos, activities, documents etc. as well as opportunities for students to increase their digital literacy skills at a natural pace while they move through the material. Instructors hold a total of three online office hours per week, per class, so that they can troubleshoot problems students may have with content and/or technology; additionally, our LMS (Brightspace) has "Resource Sections" and a Jumpstart Course that students can turn to for help (CNM ABE Staff, 2023).

CNM Enrollment Services staff participate in weekly ABE staff meetings and have been an incredible support in finding solutions and providing resources to enhance our onboarding process. ABE funds a dedicated Student Services Technician (SST) to process ABE registrations. Two back-up SSTs are provided by the Enrollment Management and Student Success (EMSS) division to provide additional support when needed. EMSS team members help with onboarding, registration processes and participating in training of CNM One-Stop staff on ABE onboarding procedures.

CNM's Assessment Center supports ABE testing at CNM's Main, Montoya, and Westside campuses. Assessment Center staff at these locations provide proctoring, guidance, and next steps once testing is complete. The ABE director collaborates with the Assessment Center director to provide convenient testing options at the scale needed for our ABE programs.

And, as mentioned previously in this report, CNM committed to the success of our programs by funding an additional ABE Achievement Coach. Both coaches are located in the general advising area on CNM's main campus, providing walk-in student support in addition to scheduled appointments.

Additional student supports include computer technical assistance, food-pantry, job-connection coaching (bilingual), low-cost mental health services and FIRST, which supports formerly incarcerated students who are reintegrating into the CNM and Albuquerque communities.

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.

As stated in our previous annual report, ESL curriculum is aligned to the latest NRS descriptors while covering key English Language Proficiency, College and Career Readiness Standards, and WIOA requirements. Our program is designed to provide these required competencies in a contextualized learning environment, which helps our students develop the skills needed to be ready to function successfully in our community, at work, and at the college level. The learning objectives are explicitly stated in our syllabi, are

reviewed with students at the beginning of each session and are the backbone of our instruction throughout the class. Our program has a wealth of support materials, including online template shells which include an online workbook, support websites, quizzes, tests, collaborative worksheets, multi-level activities, student-accessible recordings, and CASAS reading practice. College and Career Readiness is being used in our ESL program, which focuses intensely on CASAS reading standards. Overall, our curriculum covers ELP Standards 1-10, Reading Anchors 1, 2, 4, 5, 7, 9, 10; and Speaking & Listening Anchors 1, 2, 3, 4, 6.

The adult basic education mathematics curriculum, which specially aligns to CCRS standards at all three levels (GEMA 0550: Decimals, Fractions, and Measurement; GEMA 0750: Ratios, Proportions, Percents, and Data Analysis; and GEMA 0950: Basic Algebra and Geometry) was enhanced in 2022-2023 with an upgrade to the adaptive learning software ALEKS 360, that added student access to an e-textbook and short videos to align with most topics. Whether taking class online or in-person, students have access to this upgraded material. Additionally, multiple written explanations for math concepts (see https://www.aleks.com) are available to students. Based on the curriculum for each level, in-person instructors design daily, weekly, and overall course assessments modelled on the CCRS and tailored to problems a student might see on the GED/HiSET. For online classes, students will also find optional videos from other resources such as, but not limited to, Khan Academy as well as math faculty-created resources such as quizzes, written assignments, and interactive discussion board aligned with the standards (CNM ABE Staff, 2023).

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.

Program Design

By and large, our current program design was inherited from my predecessors who made incremental changes over the years to improve student retention and success. For example, our five-week model of instruction was created by our former dean, in collaboration with full-time faculty, to address student performance in longer term courses. This design was implemented in the spring of 2020. Since this time, we've been monitoring student success to assess, at least in part, the value of this change.

In 2020 our onboarding processes became remote and electronic. Since that time, we've made incremental changes to improve the delivery of these processes. Our virtual orientations give an example of this change. Though these changes have significantly improved access to our program, I'm not convinced that they have improved the quality of the program. In the article, "No Substitute for In-Person Interaction: Changing Modes of Social Contact during the Coronavirus Pandemic and Effects on the Mental Health of Adults in the UK," the authors note, "Online modes of social contact did not compensate for the restrictions in in-person social contact during the pandemic" (Rouxel P, 2023). Although not directly related, this suggests the gut feeling we all have – that direct human interaction is best. Given this concept, I would like to revise our processes to require direct and personal interaction from contact to exit.

Curriculum Development

From the faculty perspective, curriculum development is informed by standards (CCRS, ELP, etc.), NRS level descriptors, pedagogical and andragogical theories, and collaboration with other faculty. Assessment of curricular efficacy is conducted by discipline faculty in a process typically managed by course coordinators or faculty chairs. Institutionally, assessment is led by the Student Academic Assessment Committee (SAAC) https://www.cnm.edu/depts/academic-affairs/saac.

Leadership and Management

In my view, leadership involves motivating others to action, demonstrating the character qualities expected of others, taking ownership of outcomes, and setting a vision for the future. Leaders inspire others to follow

of their own accord. Leaders engender loyalty and respect without demanding it. Either through direct intention or by example, leaders also raise up other leaders.

Management involves the skillful handling of day-to-day operations (hiring, scheduling, reporting, etc.), setting expectations, holding yourself and others accountable to outcomes and behaviors, and fulfilling duties.

Leadership and management are both essential to delivering effective adult education programs. Leadership and management qualities may or may not be expressed by one individual (e.g., the director). Management must be expressed by supervisors, but leadership can be expressed by any employee in the organization. In my own practice, I do my best to encourage leadership in my employees by giving them agency in their day-to-day activities, by including their opinions in decisions, and by encouraging ownership of outcomes.

Staff Training

NMHED offers professional training for faculty and staff throughout the year such as "Training from the Back of the Room (TBR)" and "Teaching Skills That Matter (TSTM)" (NMHED Adult Education Division, 2024).

In addition to training offered by the state, faculty receive a variety of training through CNM's Cooperative for Teaching and Learning (CTL). "The CTL Continually creates faculty-driven programs designed to help faculty self-reflect, self-determine, and self-direct their individual and peer group professional development needs related to teaching and learning" (CNM, 2024). One example of training offered by the CTL is Peer Coaching. "Peer Coaching is the CTL's innovative program that enables faculty to self-evaluate and improve their teaching practice. Peer Coaching is a supportive, confidential, and non-evaluative professional development activity focusing on teacher self-reflection and growth. Several CNM Faculty members have completed training to serve as Faculty Peer Coaches. The primary role of a peer coach is to facilitate the self-reflection and self-evaluation of a peer, while withholding judgment and refraining from providing unsolicited solutions" (CNM, 2024).

Non-instructional staff members receive training through state sponsored courses, such as the Leadership Excellence and Development Institute for Adult Educators (LEAD) conducted by the American Institutes for Research (AIR) (NMHED Adult Education Division, 2024). They also receive job specific training such as TABE CLAS-E web-based training for TABE proctors.

Both instructional and non-instructional staff are invited and supported to participate in local and national conferences such as the NMAEA annual conference (NMAEA, 2024), MPAEA annual conference (MPAEA, 2024), and COABE annual conference (COABE, 2024). See Section I of this report for a list of professional learning activities completed by faculty and staff.

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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   n/a____
   - Increased Involvement in Community   _____
     Activity

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 **n/a** of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).

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.

$239.57

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

Total hours contributed	Fair Market Value per Hour	Total
276	$15.50	$4278

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)

$0

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

$0

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

$0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
29264	$12.36	$ 361,703.04

Alternate option:

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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
ABE staff salaries funded by CNM 30% of Associate Dean/ABE Director Salary & Benefits 100% of one ABE Technician Salary & Benefits	$96,760.60
CNM Assessment Center expenditures on CASAS exams	$4,400.00

B. Program Income Activities

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

$19,346.35

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Edmentum Inc Program License	2,411.23
Spanish GED 8 pack – Proliteracy Worldwide	46.35
Edmentum Inc. Program License	2,414.03

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.