



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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Tracy Hartzler

Digitally signed by Tracy Hartzler
Date: 2023.08.29 14:32:20 -06'00'

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, 2023).

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.

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.

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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, ethnicity, and sex. NRS Table 2 shows participants by age, ethnicity/race, and sex. Graphic representations of NRS Tables 1 and 2 are shown below.

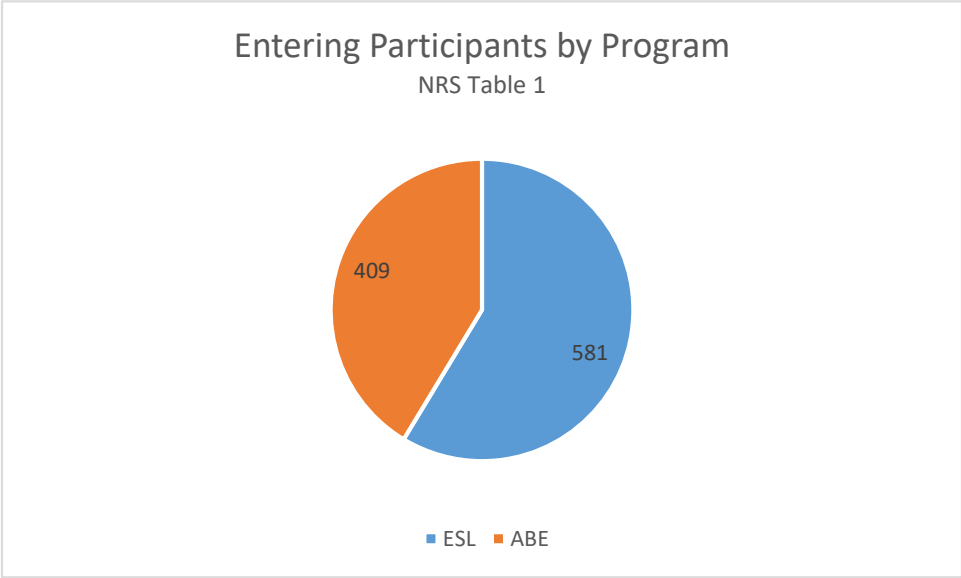


Figure 1: Entering Participants by Program

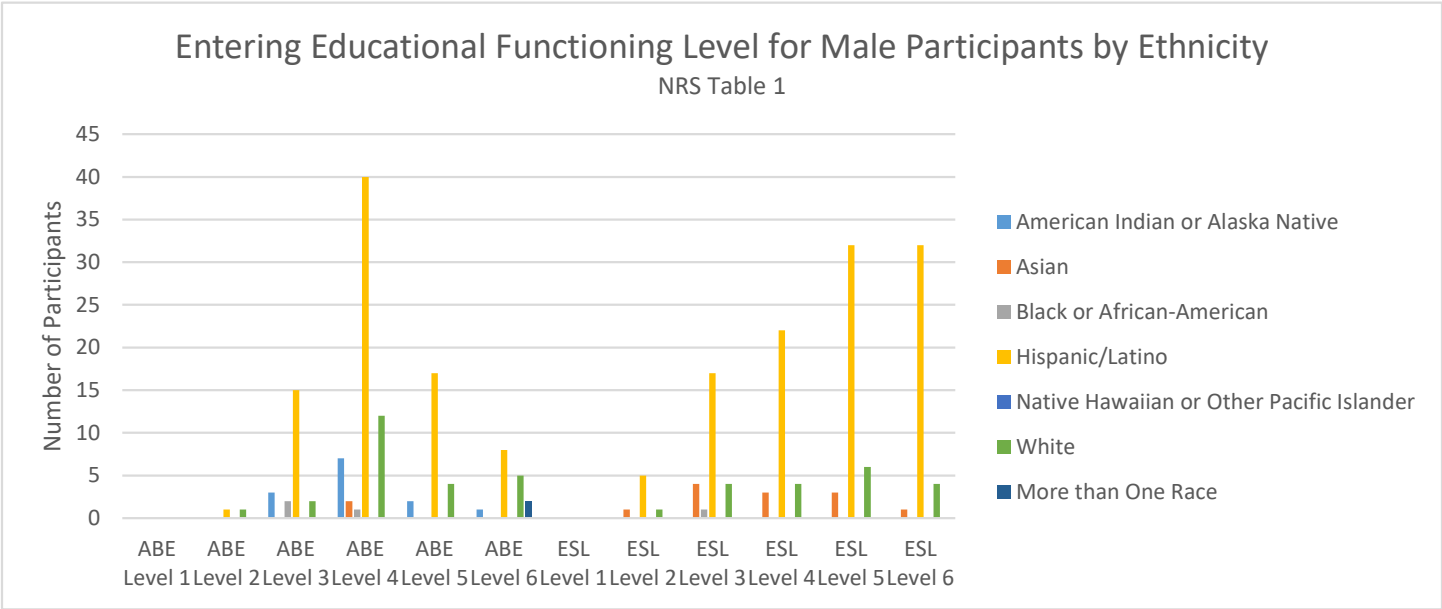


Figure 2: Entering Educational Functioning Level for Male Participants by Ethnicity

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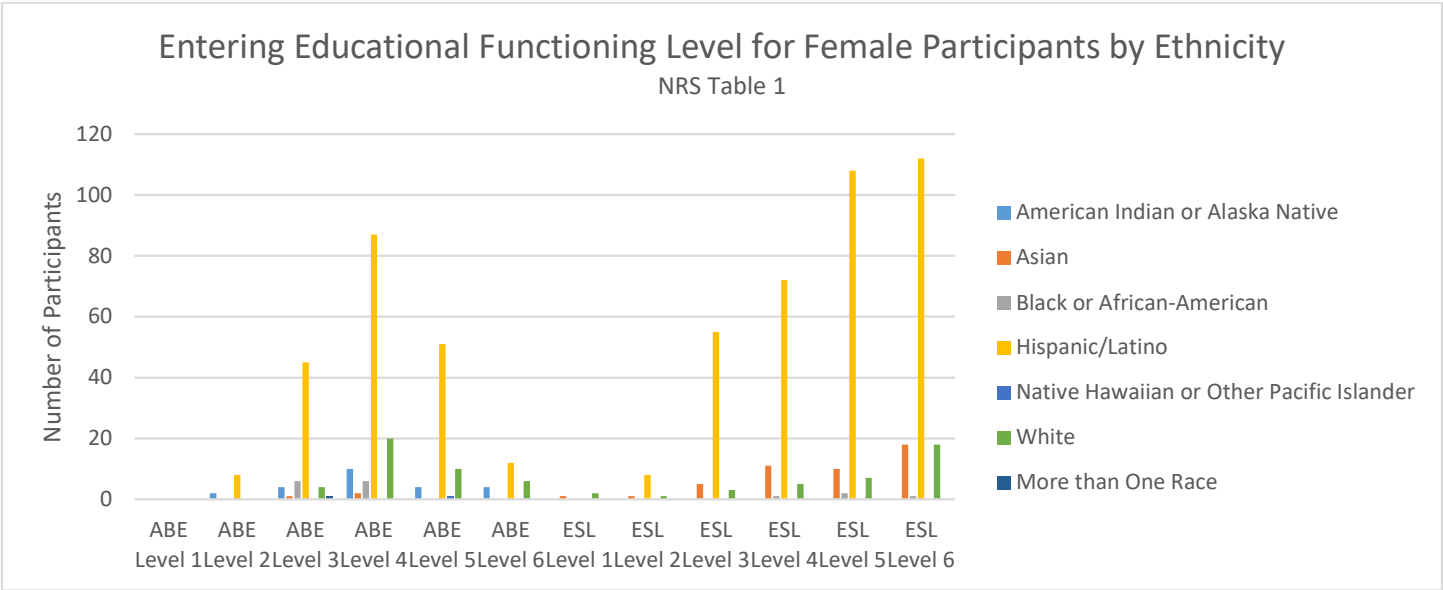


Figure 3: Entering Educational Functioning Level for Female Participants by Ethnicity

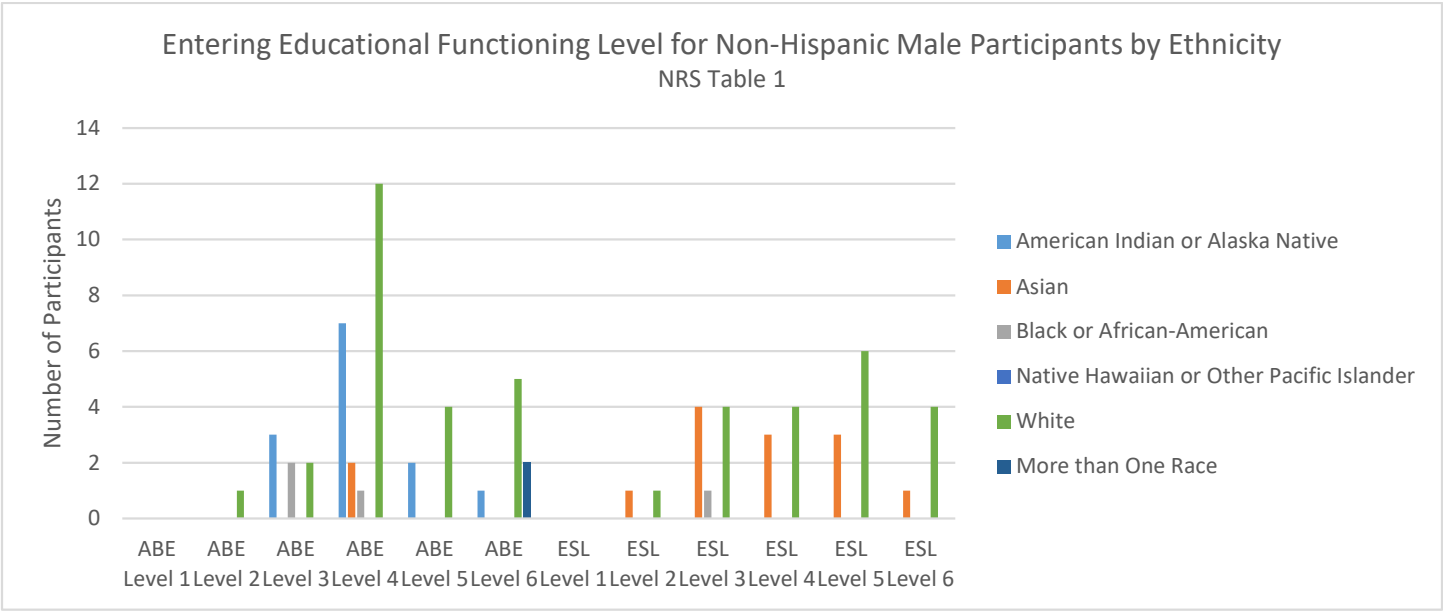


Figure 4: Entering Educational Functioning Level for Non-Hispanic Male Participants by Ethnicity

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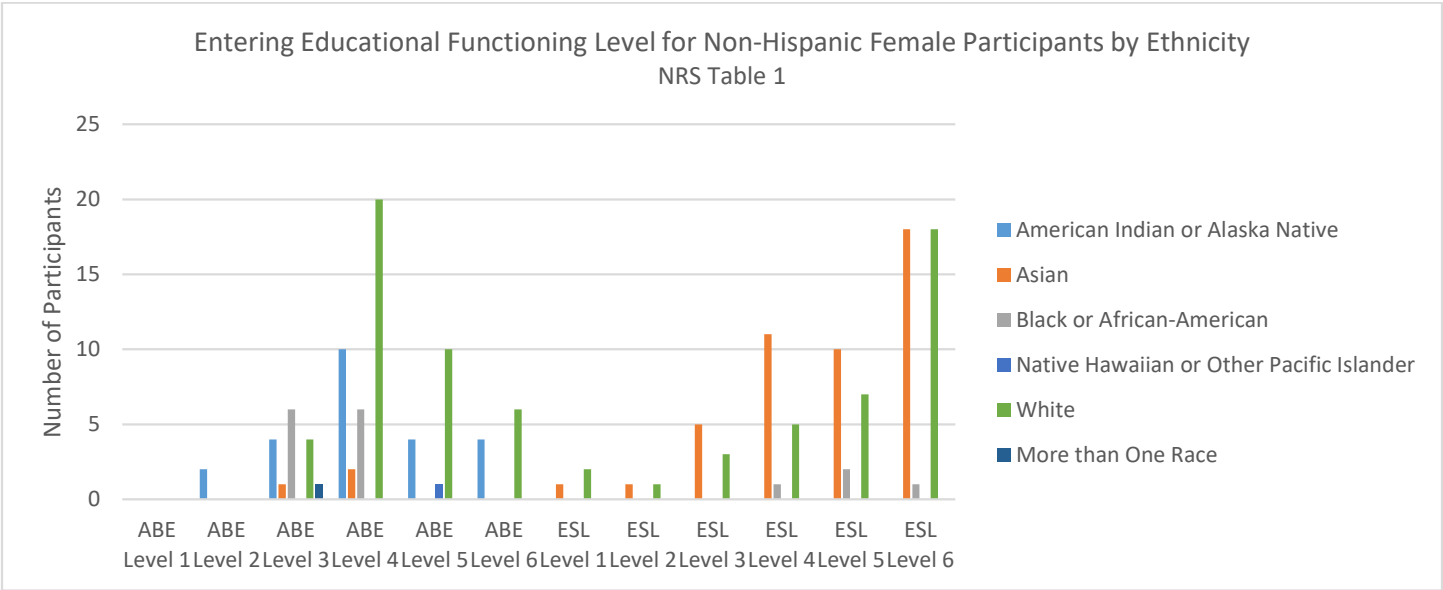


Figure 5: Entering Educational Functioning Level for Non-Hispanic Female Participants by Ethnicity

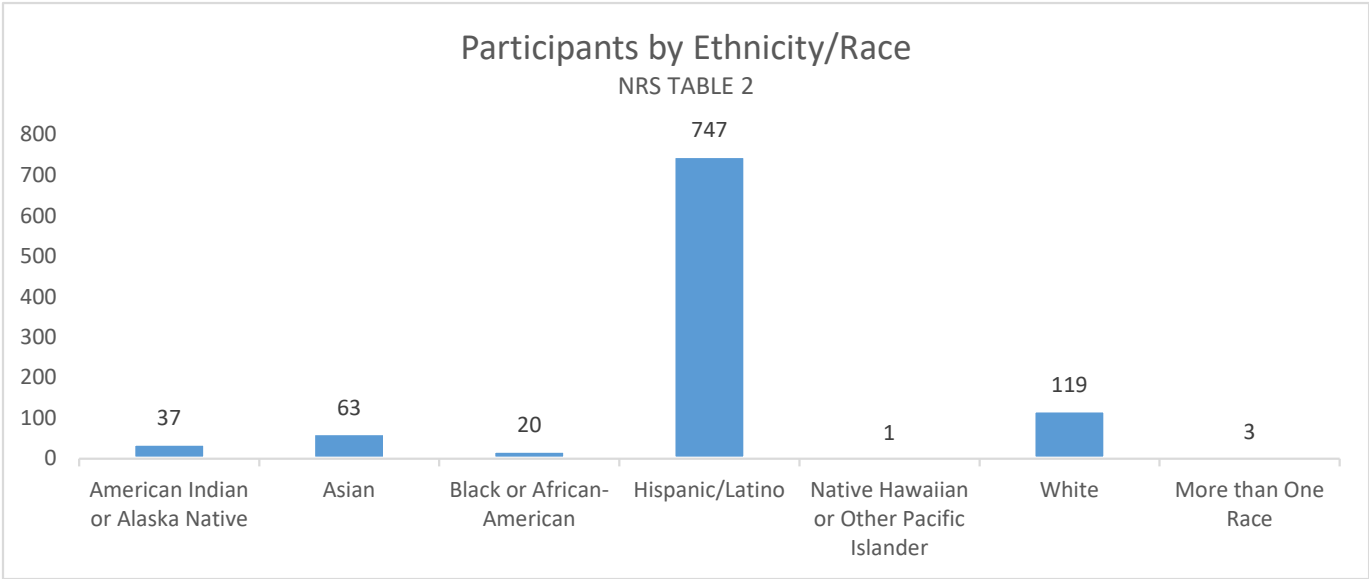


Figure 6: Participants by Ethnicity/Race

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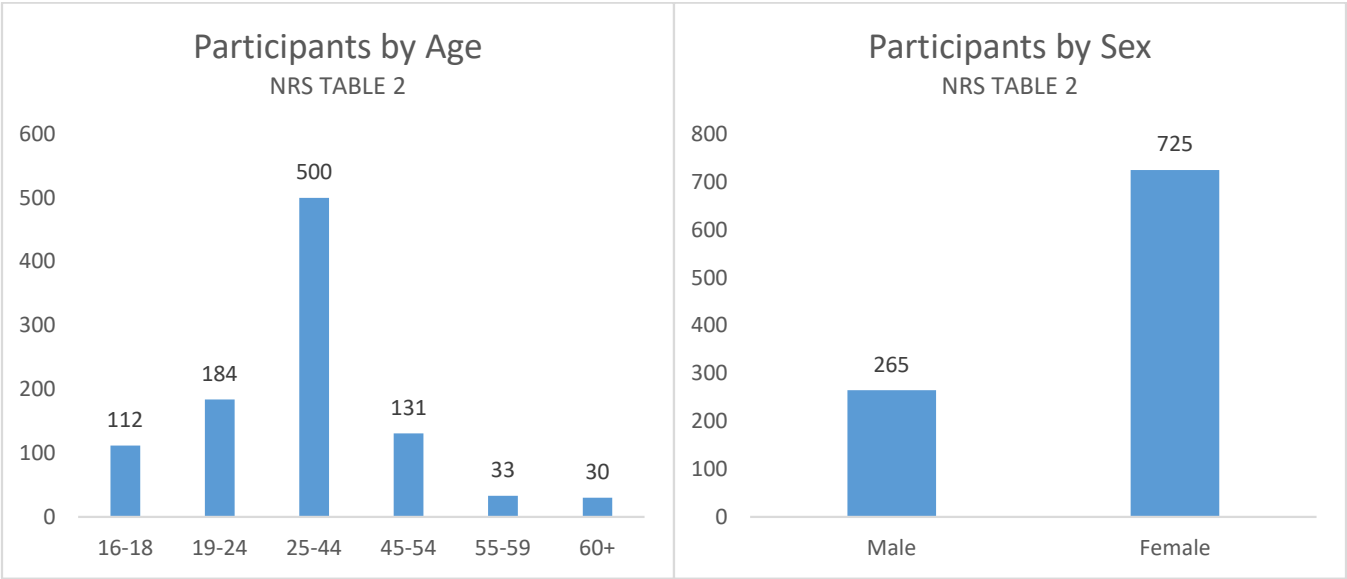


Figure 7: Participants by Age and Sex

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them.** If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

Staffing Changes

In the middle of June 2022, just before the beginning of this program year, we hired another full-time ABE technician. This role supports remote testing, onboarding, follow ups, and general service to our students. This new position is completely supported by CNM institutional funds, and has provided a much-needed addition to our team. The full-time staff now consists of the director, an ABE achievement coach, an assessment supervisor/data technician, two ABE technicians, and one student services technician.

Our staff is now reaching a level of program maturity that brings excitement, excellent student service, cross-collaboration with CNM services, and the ability to implement innovative process changes.

Program Enhancements

In addition to the staffing change mentioned above, we made several technological changes that have enhanced our communication and services. ABE program webpages were updated to enhance the student experience by including dates and deadlines for all onboarding processes, clear steps to apply, and virtual orientations in English and Spanish (cnm.edu/abe). As students move through their onboarding process, our staff are more connected by using Smartsheets and MS Forms. Automated communications are built into MS Forms to send information to students while alerting our staff of each submission. These changes culminate in a smoother onboarding experience for both students and staff.

This year we also worked with CNM’s Assessment Center to provide same-day, in-person, testing at three CNM campus locations: Main, Montoya, and West Side. With this change, students are now able to take their CASAS exam directly after being admitted as an ABE student, which significantly reduces the time required to complete the onboarding process.

Another enhancement involves data review and analysis. Faculty and staff have been updated as we received data reports from Dr. Katya Backhaus, State High School Equivalency and Data Administrator, Adult Education Division.

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We also compiled our own data from the LACES database. Analysis of this data includes reviewing the retention rate, post-test rate, and EFL gain rate by class for each session (two sessions per academic term). Going deeper, we've been able to view trends in student success in online courses vs. in-person, level gain rate vs. post-test rate, and much more. Presenting these trends to faculty and staff has been helpful in developing new ideas to enhance student and program success. As a result of our discussions, we're currently developing one-week bootcamps in math and language arts to increase HSE attainment. We plan to launch the bootcamps in the Spring 2024 academic term.

Communications and information sharing have been enhanced through regular meetings with similar programs in New Mexico. Beginning in Spring 2023, CNM's ABE director organized monthly meetings with the ABE programs at Santa Fe Community College and Doña Ana Community College. Through sharing our processes, successes and struggles, each program has benefitted through new ideas and support.

Goals

We stated the following goals for this program year on our last annual report. Below, we offer progress on each.

Increase enrollment to address the needs of the local area

Enrollment increased from 746 to 990 NRS participants, representing a 33% increase in program participation.

Increase student satisfaction by enhancing integrated services

CNM's Enrollment Services, Assessment Center, and Contact Center all play a pivotal role in providing service and support to our students. Through monthly meetings with area supervisors, and weekly meetings with Enrollment Services staff, our students are receiving consistent high-quality wrap-around services from all areas.

Increase student satisfaction by improving our onboarding processes

With the advent of our HSE and ESL virtual orientations, enhanced web design, improved communications between staff through automation, and continuous communication with other departments, our onboarding process has made strides in becoming clear, simple, and student-friendly.

Increase student satisfaction by continuously improving our websites and communications

Updates to our websites and automated communications have clearly enhanced the student experience, as described in previous sections. In addition to automated communications, intentional, scheduled, and frequent meetings with all student-facing staff have cultivated an environment of continuous improvement.

Increase high school equivalency attainment

During FY 2021-2022, 177 participants earned their secondary school diploma. During FY 2022-2023, 184 participants earned their secondary school diploma, representing a 4% increase.

Increase career pathway opportunities and transitions to post-secondary education and training

This program year, we continued to offer ESL courses (IBNA and IBEC) in support of CNM's Certified Nursing Assistant pathway, as well as the Childhood Development Certificate of Achievement pathway. These courses utilize components of the I-BEST model, such as team teaching in the nursing assistant courses. CNM catalog descriptions of these certificates are given below.

"Students are provided instruction in the roles and responsibilities of the Nursing Assistant. Body structure and function, infection prevention, nutrition, principles of growth and development, safety in healthcare, home health care, and care of the older person are some of the topics emphasized. Instruction and practice of basic patient care skills required for Nursing Assistants is provided. Skills practiced include patient assistance with activities of daily living, personal care, transfer and positioning, vital sign measurement, intake and output measurement, restorative care, and communication. Students will practice supervised basic patient care in a clinical setting prior to completion of the program. At the completion of this certificate, students are eligible to take the New Mexico

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State certification exam to become a Certified Nursing Assistant (CNA)” (Central New Mexico Community College, 2023).

“The CNM Child Development Certificate of Achievement is aligned to support the New Mexico Child Development Certificate (CDC) offered by the New Mexico Office of Child Development. The New Mexico Child Development Certificate is the state equivalent of the Child Development Associate (CDA). CNM offers the coursework for the Child Development Certificate in English and Spanish” (Central New Mexico Community College, 2023).

We also offered HSE career pathways, in collaboration with the School of Business, Hospitality, and Technology. These pathways included Retail Management Certificate of Completion, and Hospitality and Tourism Certificate of Completion. Catalog descriptions of these certificates are given below.

“The Retail Management Certificate of Completion provides opportunities for retail associates to achieve a high-quality education that will enable them to work their way into retail management.

The curriculum includes retail management fundamentals, business professionalism, human resources management and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building and decision making” (Central New Mexico Community College, 2023).

“The Hospitality and Tourism Certificate of Completion is a two-term program that prepares students for careers in the dynamic hospitality and tourism industry. The courses provide a solid foundation of skills required in the hospitality industry. Students will study hospitality operations, marketing, event planning, customer service and interpersonal relations. An overview of the hospitality industry and various employment and educational opportunities will also be explored” (Central New Mexico Community College, 2023).

Our HSE career pathways have been slightly modified from the descriptions given above, in relation to time to completion. For our non-ABE CNM population, the time to completion for either certificate is two academic terms. However, for HSE students, an additional academic term has been added to the schedule, along with a modified course sequence to accommodate HSE coursework, completion of the HSE diploma, and completion of college credit-bearing courses. Term sequences are given in the attached MOUs. Below we present data for the four career pathways described above.

Table 1: CNM ABE Career Pathways Data

CNM ABE Career Pathways	FY 2021-2022	FY 2022-2023
Child Development, Certificate of Achievement (IBEC students)		
Enrolled	107	158
Completed Certificate	42	38
Nursing Assistant, Certificate of Achievement (IBNA students)		
Enrolled	19	14
Completed Certificate	14	7
Retail Management, Certificate of Completion (HSE students)		
Enrolled	0	3
Passed HSE	0	1
Completed Certificate	0	0
Hospitality and Tourism, Certificate of Completion (HSE students)		
Enrolled	0	3
Passed HSE	0	1
Completed Certificate	0	0

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3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2023-2024 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

Prior to the pandemic (declared by the New Mexico governor in Spring 2020), courses in CNM's ABE program were almost exclusively offered in person. For example, during the Fall 2019 academic term, 65 sections were offered in person, while only 1 section was offered online. In the following figure, we report the percent of courses delivered online (asynchronously) since the declaration of the pandemic.

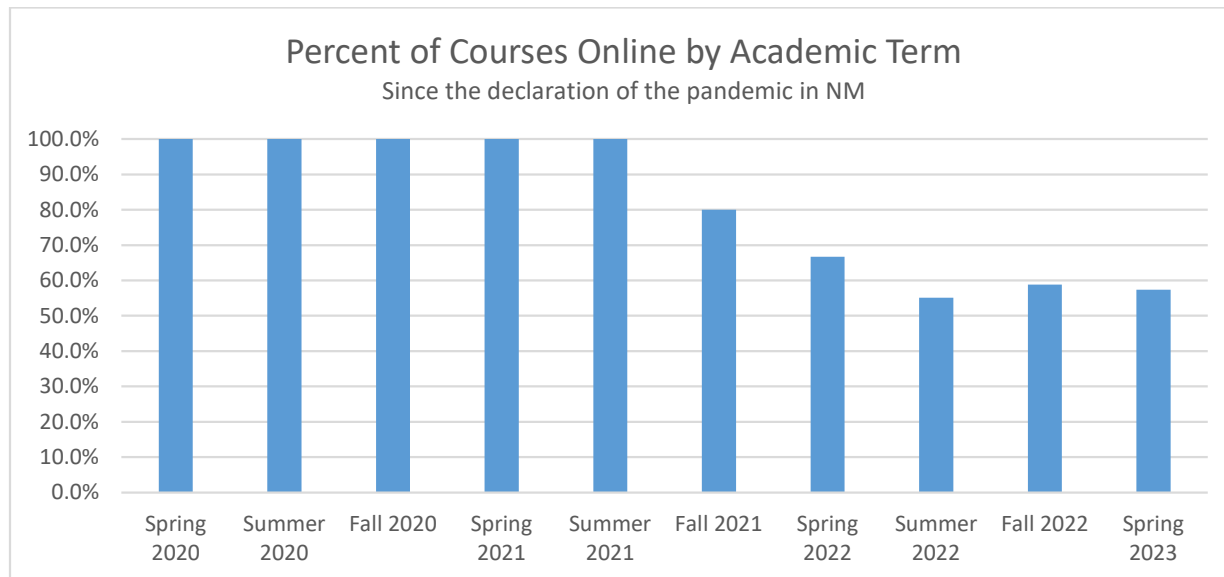


Figure 8: Percent of courses offered online by academic term since the declaration of the pandemic in New Mexico

CNM's ABE program adapted quickly to the need to shift from in-person delivery to asynchronous online delivery during the Spring 2020 academic term. Furthermore, during the subsequent year, many of our online courses received Quality Matters (QM) certification (a nationally-recognized quality assurance system for online courses), or went through an institutional review process using QM standards and guidelines. All of our online courses have been developed and maintained by full-time ABE faculty.

To determine how online course delivery has impacted student success, we examined EFL gains before, during, and after pandemic restrictions. If the shift to online learning negatively impacted student success, we would expect to see a clear drop in EFL gain rate in FY 2019-2020 and FY 2020-2021. The trend shown in the following figure does not necessarily support this conclusion. Although this may be indicated for the ABE population, the trend in the ESL population remained flat from FY 2019-2020 to FY 2021-2022, then dropped slightly in FY 2022-2023 (when a higher percent of courses were offered in-person as compared to the previous FY). This raises the question of confounding variables. Has the student population changed? Were the students enrolled during the pandemic more or less dedicated to their studies? Etc. While we may not be able to address these questions directly, we present another method for evaluating the impact of online learning on retention on the following page.

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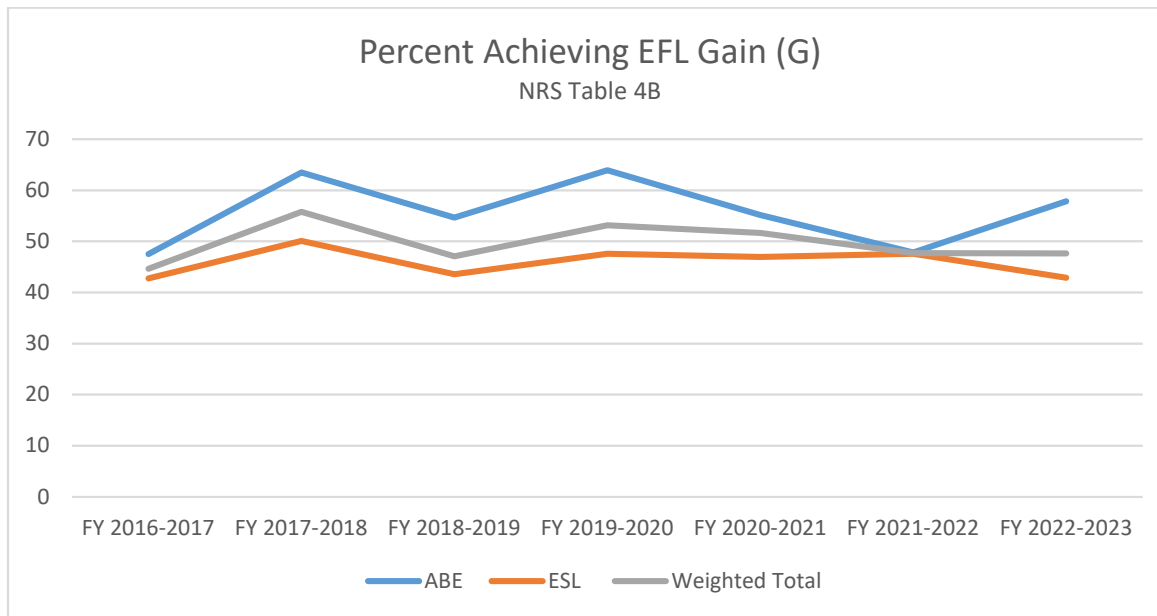


Figure 9: Percent achieving EFL Gain (NRS Table 4B, Column G) for all courses and modes of instructional delivery

Although the trend in percent achieving EFL gains is an important consideration, another, perhaps more robust, method of evaluating the impact of online learning on retention is the Chi Square Test. For this test, our null hypothesis is that retention is independent of method of instructional delivery, whether online or in person. The following table gives our retention data from Spring 2020 – Spring 2023. For these data, retention is defined as the number of students enrolled in the final week of classes as compared to the number of students enrolled in the first week of classes.

Table 2: Spring 2020-Spring 2023 retention data and the Chi Square statistic. In this context, retention is defined as the number of students remaining in courses during the final week compared to the number enrolled in the first week.

Observed	Retained	Not Retained	Sums	Observed	Retained	Not Retained
Online (asynchronous)	3161	1984	5145	Online (asynchronous)	61.4%	38.6%
In-Person	1870	904	2774	In-Person	67.4%	32.6%
Sums	5031	2888	7919			
Expected	Retained	Not Retained				
Online (asynchronous)	3269	1876				
In-Person	1762	1012				
	DOF	Value	p-Value			
Chi Square Statistic	1	28	0.00			

Based on the results of the Chi Square Test, using a 0.05 significance level, we conclude that we must reject the null hypothesis. That is, based on this test, retention is *not* independent of instructional delivery. Rather, it appears that the difference in observed retention rates, 61.4% for online (asynchronous) instructional delivery verses 67.4% for in-person instructional delivery (over the time period in question), is statistically significant. To address this result, and to continue to offer courses that meet our students' scheduling needs, our program aims to increase success and retention in online learning by adding the "Real-time Online" delivery method as an option alongside our standard

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asynchronous online courses. The Real-time Online delivery method requires students to attend online courses during the time frames specified in our schedule of classes. Instruction is delivered using many of the same methods employed in the classroom for in-person courses, such as live lecture, live student interaction, and active student participation. CNM student success data for non-ABE students has shown that the Real-time Online modality tends to show greater student success than asynchronous online delivery. We're hoping that this success translates to ABE students in the 2023-2024 program year.

4. List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

The CNM ABE program has continued the relationships described in last year's annual report, as quoted below.

"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 child care 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)**

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- 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. These resources and services are described in detail in the attached MOU at the end of this report" (CNM ABE Program Faculty and Staff, 2022).

Section II. Core Indicators of Performance 2022-2023

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 2022-2023 (Table 4, last row of column B) 990

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) 1208

Post-testing rate (Table 4B, last row of column B divided by Table 4, last row of column B) $443/990 \approx 45\%$

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	24.9%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	27.86%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	44.29%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	45.21%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$3,700	\$ 4864.20

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 based on your number of NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

Table 3: NRS participation as a percent of the total of NRS participants and reportable individuals

	NRS Table 4, Column B: NRS Participants	NRS Table 2A Column P: Reportable Individuals	Total: NRS Participants plus Reportable Individuals	Percent Participation
FY 2018-2019	1911	585	2496	77%
FY 2019-2020	1460	633	2093	70%
FY 2020-2021	710	664	1374	52%
FY 2021-2022	746	903	1649	45%
FY 2022-2023	990	1208	2198	45%

FY 2019-2020 saw the declaration of the pandemic in New Mexico during the Spring 2020 academic term. During this time, course delivery transitioned dramatically from in-person to online. Following state and institutional guidelines, course delivery remained completely online for FY 2020-2021. FY 2021-2022 saw the reintroduction of in-person course delivery, leveling out around 45% in-person, and 55% online. These changes raise questions on the efficacy of online instruction. Looking at the data, there's an interesting pattern emerging as we move through the post-pandemic period. In specific, the participation rate (or percent participation) has continued to decline in spite of bringing courses back in person. This may indicate that the decline in participation rate has less to do with method of instructional delivery, and more to do with other factors, perhaps external to the educational system.

Participation declined as a result of the pandemic, but has begun picking up again in the last two fiscal years. However, the number of reportable individuals has increased steadily before, during, and after the pandemic, as shown in the figure below.

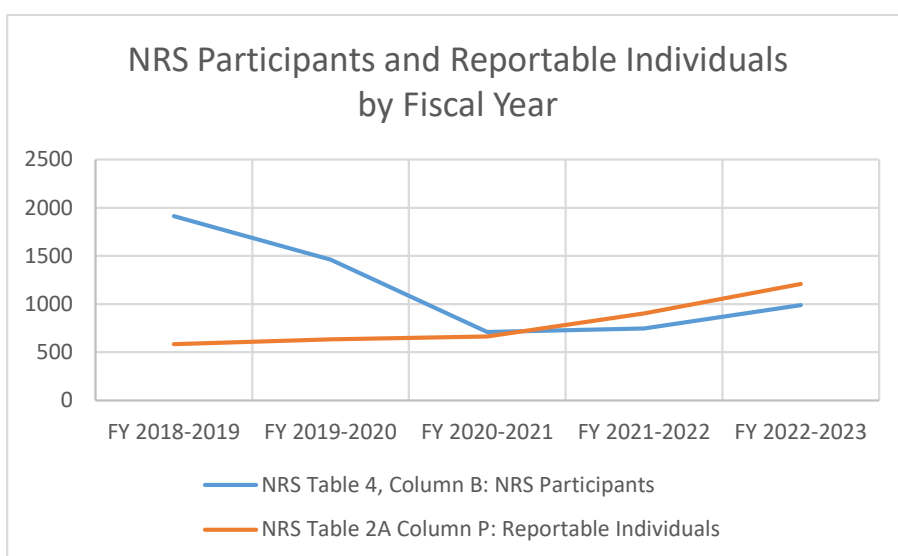


Figure 10: Trends in NRS Participants and Reportable Individuals

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Student choice is another element to consider. Exactly how the pandemic has affected student choices, both pre- and post-pandemic, is hard to determine. Yet, we clearly see a trend in the data that's also confirmed anecdotally by our staff. Students are eager to join the program, at times demanding to be enrolled in courses as soon as possible, then dropping during the first couple days of instruction, or not showing up at all. As a response to this troubling trend, the CNM ABE program has instituted a drop survey that students must complete prior to subsequent registration. Our drop survey includes questions on reasons for not attending class, whether resources were utilized, such as laptop loaners and communications with our achievement coach, and what we can do better to meet their needs.

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.

Post-test rates have gone up and down over the last seven years, as shown in the table below. Both the average and median over this time period is 45%.

Table 4: Post-test rate from FY 2016-2017 to FY 2022-2023

	NRS Table 4B, Column B: Number of participants who have received a pretest and posttest	NRS Table 4, Column B: NRS Participants	Post-test Rate
FY 2016-2017	930	1969	47%
FY 2017-2018	1011	2008	50%
FY 2018-2019	843	1911	44%
FY 2019-2020	687	1460	47%
FY 2020-2021	304	710	43%
FY 2021-2022	304	746	41%
FY 2022-2023	443	990	45%

In an effort to increase our post-test rate, we've implemented the use of "Register Blast" software, administered by CNM's Assessment Center. Students using this system can register for their post-test either online (<https://www.cnm.edu/depts/assessment-center/remote-and-in-person-testing/remote-testing>) or in-person at one of CNM's campus locations. Students are given date and time options, as well as preferred testing location, including remote testing. Once a student registers, he or she receives an email confirming their appointment. Before the test date, students are sent another reminder of their testing appointment. Our staff are also instantly notified of each registration.

This system is not used as a stand-alone solution. Rather, students are directed to register for their post-tests in concert with our continuing student registration process. Our ABE assessment supervisor/data technician notifies students when they have sufficient instructional hours to take a post-test. Faculty members are directed to remind students of the requirement to post-test at the end of each ABE session. And, students who do not post-test (as required) are notified by our staff before registration in subsequent sessions.

3. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education). See Section II above. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

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As shown in Section II, the CNM ABE program exceeded targets for credential attainment, employment for both second and fourth quarters after exit, and median earnings. The program did not meet the target for measurable skill gains.

Credential attainment has been a continued focus of the program, as emphasized in faculty leadership meetings with the program director. In turn, faculty encourage our HSE students to focus on their goal of completing their HSE. Furthermore, we offer excellent career pathways in early childhood education, and nursing assistance. Students are recruited for these pathways both by veteran faculty and our ABE achievement coach.

Employment rates and median earnings are indicative of CNM's focus on employment as a whole, and of the opportunities present in the Albuquerque Metro area. According to the US Census, median earnings in New Mexico were \$54,020 from 2017-2021, as compared to median earnings in Albuquerque of \$56,366 (United States Census Bureau, 2023).

4. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

Program performance is a continuous topic of discussion with faculty and staff. These conversations often lead to innovative approaches to increasing student retention and success. One of these approaches is the recent development of bootcamps for mathematics and language arts. These bootcamps are designed as one-week, intensive, in-person courses to increase HSE attainment. Curriculum development for the bootcamps occurred during the Summer 2023 academic term. Scheduling and faculty selection will occur during the Fall 2023 academic term, with a launch date of the beginning of the Spring 2024 academic term.

EFL gains are also a focus of the program. One way we aim to increase EFL gains is by strengthening our multiple enrollment process. Currently, when a student takes a course at the same level for the third time without making a level gain, he or she is required to meet with the program director to discuss possible barriers along with options that provide the best chance of success. As a result of these conversations, students are required to review CNM resources, submit a success plan including a schedule of activities, and determine whether courses are the best fit. Some students are referred to our ABE tutors for focused instruction apart from taking another course.

An additional strategy of the program is to shift the role of our ABE achievement coach from primarily onboarding to supporting student success in their coursework and transition into college and/or career pipelines. In concert with automating more of our processes, our new ABE technician has taken on more responsibilities of onboarding students, thus relieving our achievement coach to focus on coaching for student performance.

5. Consider your performance data from the last and previous program years. What trends do you see?

The figure below shows trends in all core indicators of performance from FY 2016-2017 to FY 2022-2023. Employment during the 2nd and 4th quarters after exit, as well as median earnings, have been on the rise since FY 2020-2021. Measurable skill gains have remained relatively flat while the credential attainment rate is on the rise over the previous fiscal year.

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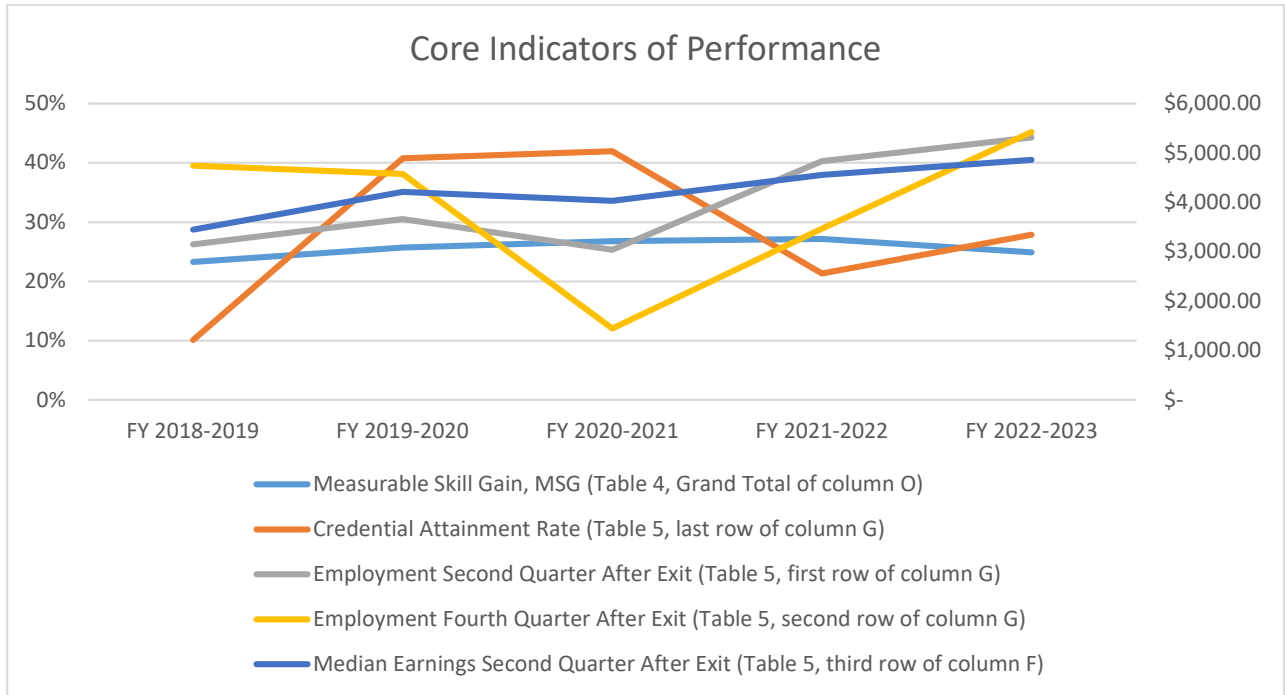


Figure 11: Trend in Core Indicators of Performance. Median earnings are represented by the right vertical axis. All other trends are represented by the left vertical axis.

- Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* If you are a new director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established director, describe strategies you intend to use in the coming year to promote continuous improvement.

The CNM ABE program uses data in several contexts, e.g., to share research, to share student success and retention data, to modify the schedule of classes, to identify high performing faculty, and more. Below we present a couple of examples.

Last year our faculty leaders in mathematics had a discussion with the program director about a study published by CASAS in 2016 (CASAS, 2016). The figure below was created using the data from this study. It shows course names and levels for both language arts and mathematics with minimum CASAS scores for entry into these levels. It also shows the percent of students with > 90% likelihood of passing the GED (2014) by minimum CASAS score. Based on the information shown in the figure, faculty agreed that many of our students are ready to attempt the GED exam before reaching the highest course level we offer. After further discussion, we decided to develop the bootcamps discussed earlier in the report.

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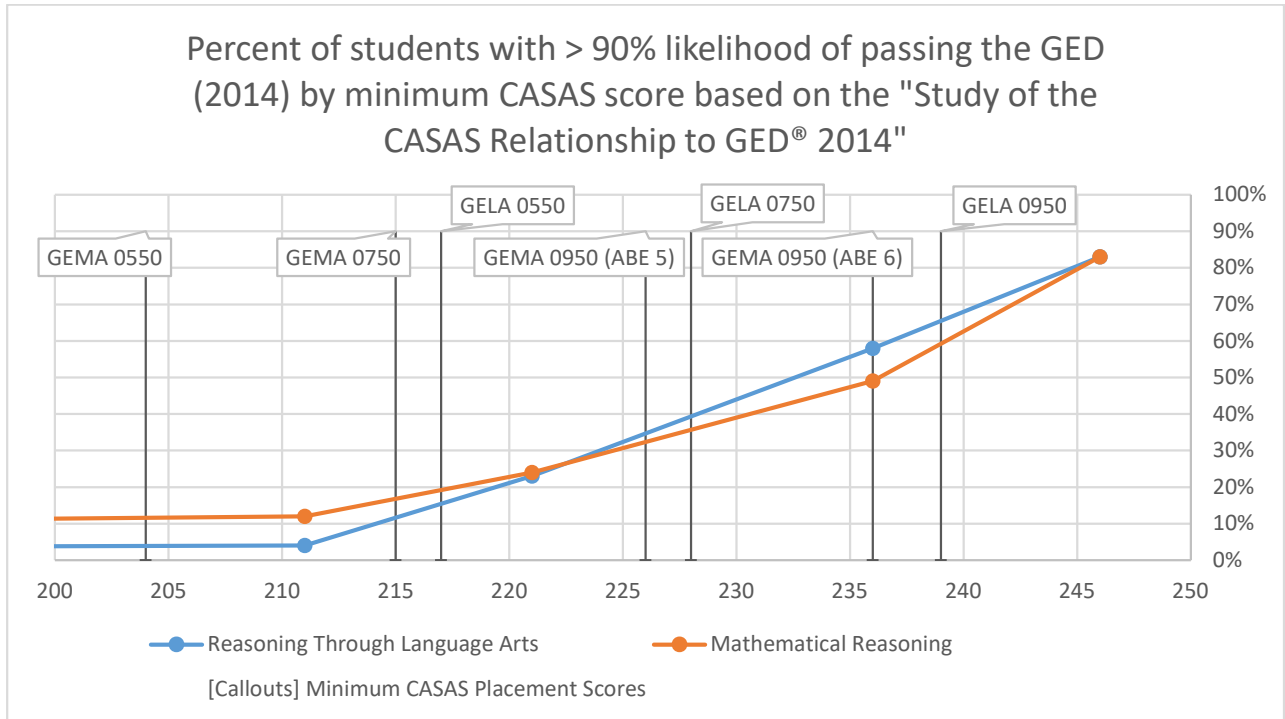


Figure 12: Percent of students with > 90% likelihood of passing the GED (2014) by minimum CASAS score based on the "Study of the CASAS Relationship to GED® 2014". Callout labels indicate course names and levels associated with minimum CASAS entrance scores.

Another use of data came in the form of analyzing information we received from students as they completed a required form in our registration process. Data shown in the following figure was used to modify future course schedules to better match student preferences.

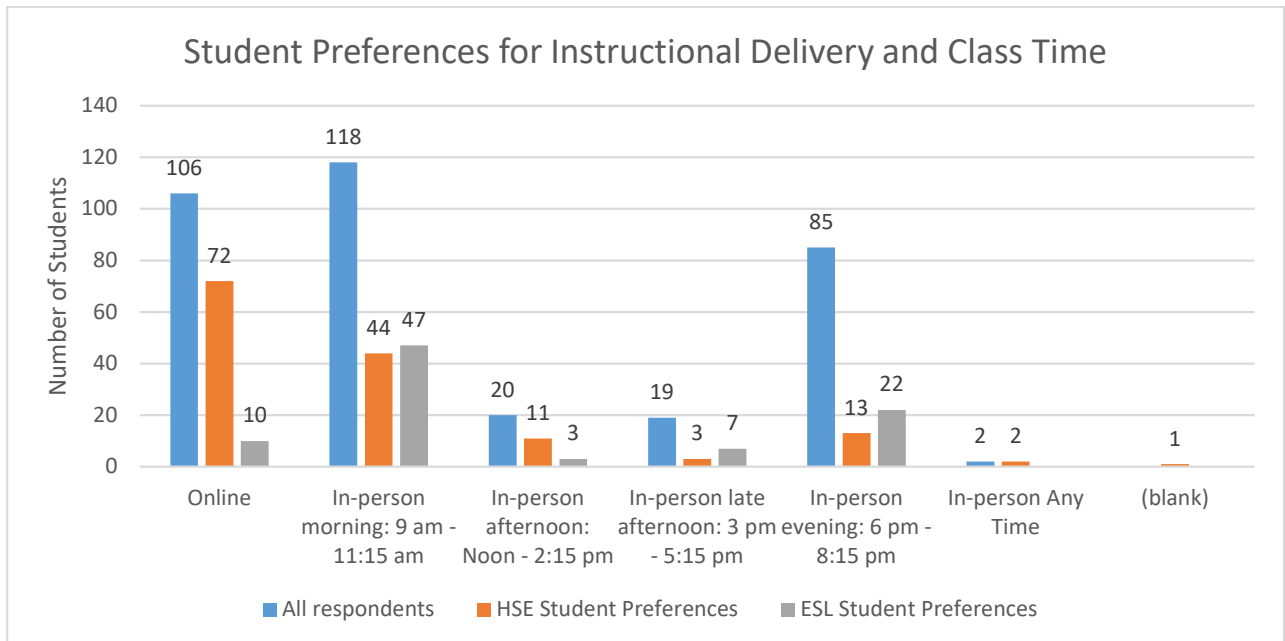


Figure 13: "Class Preferences" form data showing student preferences for instructional delivery and class time

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In addition to the above examples, student success and retention is continually monitored and shared with our faculty leaders on a periodic basis. This practice gives a nod to our general strategies for continuous improvement:

- Share information early and often
- Clearly identify successes and challenges
- Develop projects to address challenges or enhance success

Specific projects to enhance student success in the coming year include

- Bootcamp implementation for language arts and mathematics
- Curriculum development for our math classes taught in Spanish, including the development of a Brightspace course shell following CNM and QM standards for high quality courses
- Software and curriculum review for our science and social studies courses
- Increased course offerings in the “Real-time Online” modality

Continuous strategies include

- Intensive advising focused on current and next level success
- Faculty recommendations for student testing
- Scheduled and ad hoc meetings with our integrated services team comprised of supervisors in the School of Education, the ABE program, and the division of Enrollment Management and Student Success

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 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	2400 CNM bilingual program coordinator outreach + est. 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	1290 Number of students who completed the CASAS locator	\$ 0	\$ 0
Referrals to and coordination of activities	Career Service	607	\$ 0	\$ 0

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with other programs and services.		CNM ABE Tutoring, CNM Wellness, CNM Accessibility Services		
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	741 Bi-lingual program referrals; IBEC, IBNA, and HSE career pathway referrals	\$ 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	481 CNM food pantry referrals	\$ 0	\$ 0
Integrated Education and Training (IET) programs	Training Service	172 Students enrolled in IBEC and IBNA IET programs	\$ 0	\$ 0

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

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

CNM President Tracy Hartzler and Associate Dean & ABE Director David Valdés are full board members of the Workforce Connection of Central New Mexico. In this role, they actively participate in discussions involving our local workforce, services provided, and strategies to meet the needs of the local area.

- 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 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?

On page 45, the local plan states that "Access to services in the WCCNM partner network is provided through the New Mexico Workforce Connection Centers or through referrals to various programs and organizations" (Workforce Connection of Central New Mexico, 2022). In this context, the CNM ABE program is listed as one of the required external partners. As such, the local One Stop refers clients to the CNM ABE program as appropriate.

As shown on page 55, one of the responsibilities of the local workforce board is "Working with the State to ensure there are sufficient numbers and types of providers of training services, including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities" (Workforce Connection of Central New Mexico, 2022). The CNM ABE program is one of several agencies in the Albuquerque metro area that serves as an eligible provider of adult education.

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On page 59, the local plan states that “Service delivery for English Language Learner (ELL) is one of WCCNM’s core objectives...” (Workforce Connection of Central New Mexico, 2022). CNM’s ABE program offers instruction in English as a Second Language (ESL) in four course levels covering NRS levels 2-6. Additionally, we offer ESL courses in the I-BEST format connected with CNM’s Certified Nursing Assistant and Early Childhood Education programs.

Specifically related to youth workforce development, page 60 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. In an effort to reach this population, CNM conducts outreach throughout the urban, rural and pueblo areas of the region to public, alternative and charter high schools, juvenile justice facilities, community centers, ABE programs, homeless shelters, transitional living programs, colleges and universities, and other youth serving community agencies. The WCCNM youth provider has established strong and effective partnerships with all schools, agencies and programs that serve this population. For example, 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). CNM’s ABE program welcomes youth ages 16 and over, serving over 100 youth on average over the last two academic years.

Regarding service to Native Americans, 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). Among community colleges, CNM has been ranked at the top of the nation for awarding associate degrees to Native Americans. CNM’s ABE program is proud to serve all nations, peoples, and cultures. Furthermore, CNM supports academic and career planning through our Native American Advisory Council (Central New Mexico Community College, 2023). Additional sections of the WIOA local plan describe the services discussed above as they relate to the roles and responsibilities of WCCNM and local ABE programs.

Through our membership on the WCCNM board, CNM’s ABE program has ample opportunity to adapt to local workforce needs, and to suggest changes to policies and procedures as appropriate.

CNM also maintains an infrastructure funding agreement with WCCNM. This agreement provides funding to the local One Stop for services provided to CNM’s ABE population. This provides a nice mechanism for referrals to and from the local One Stop.

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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 2022-2023 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? Be specific.

Advising is, to a large degree, structurally built into the CNM Adult Education program process. CNM ABE has a full-time Achievement Coach who provides students with information, tools, and strategies they need to be successful within the ABE program and beyond. All new, continuing, and returning students have access to advising through various means. New students complete a process of Orientation, Application, Placement Testing, Class Preference Request, and Advising. Advising for New Students is currently provided via appointment link for 30-minute advising sessions, but will soon be provided on-demand, virtually. Continuing and Returning students access advising through reaching out to the Achievement Coach via email, phone, calendar link or walk-in appointments. In addition, the Achievement Coach sometimes makes visits to ABE classrooms during the session.

Initial advising is approximately 20 to 30 minutes and includes an abundance of information on important details for beginning student success including:

- Steps to stay informed and stay enrolled in classes, checking CNM email daily, reading schedule confirmation, making class payment, purchasing a parking pass, and arranging computer rental and internet service.
- Important deadlines such as class start dates and deadlines for schedule changes or class drops.
- Class requirements such as attendance, instructor communication, and absence and assignment policies.
- CNM wrap-around services such as technical assistance, food pantry, office of career and job placement, mental health and wellness services, and childcare organizations.
- Referrals and links to tutoring support, computer labs, computer training, HSE study groups, ESL conversation groups, and bilingual programs.

In-depth advising is approximately 30 minutes to 1 hour and normally scheduled for continuing students or students experiencing academic challenges. It includes:

- Course scheduling short-term and long-term planning for academic and life priorities.
- Course selection or changes including test result evaluation and instructor consultation.
- HSE testing recommendations and timelines (GED or HiSET Exam).
- Career Pathways advisement, orientation and onboarding for ESOL/IRW, ESL CNA, ECME and HSE Hospitality and Tourism or Retail Management.
- Program exit advising, testing, and warm hand off to the General Education advisors.
- Direct assistance and referrals to internal or external organizations for additional support.

Career planning is also an important component of the CNM ABE program. ABE works closely with CNM Bilingual Programs to present information sessions in person and online explaining the variety of General Education programs available to all ABE students. Our most popular career pathways are the ESOL Bilingual Customer Service Representative (BCSR) certificate, the Early Childhood Multicultural Education Program (ECME) and the ESL Certified Nursing Assistant Program (ESL CNA), all of which are available to ESL and bilingual HSE students. We are in the process of growing the HSE Retail Management and Hospitality and Tourism Career Pathway. FY 2022 was the first year of steady cohorts. Strides were made to clearly define the appropriate student academic levels and to clearly communicate the time commitment required to successfully complete this pathway. FY 2023 goals include improving recruitment, retainment, and completion rates.

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2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:
 - i. A full list of all IET programs offered in the reporting year period.
 - ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:
https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

Please see the appendix provided.

3. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

Not applicable at this time.

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.

Initial Contact: Prospective students normally find their way to CNM ABE by word of mouth, previous experience, internet search, CNM ABE website, or by awareness created from CNM General Education recruitment. These inquiries come via email, phone call, or walk-in to the CNM One-Stop Student Services Center. All prospective students are directed to the CNM ABE website where an on-demand, virtual orientation can be found in both English and Spanish for either HSE or ESL.

Day 1 - Onboarding: The virtual orientation can be taken immediately and lasts about 30 to 40 minutes. At the end of the orientation, students submit a Commitment Contract verifying that they understand the program information and expectations. Upon submission of the Commitment Contract, students receive an automatic email from the ABE Director, David Valdés, with the ABE Application and instructions for completion. This can also be completed immediately online. Alternatively, if students need help in completing either the Orientation or Application, they can receive that assistance in-person from any CNM One-Stop location. The ABE Application takes approximately 2 to 3 days to process. Students will then receive a Welcome Letter through email with further instructions. ABE has created an "ABE Steps Card" that can be provided to the student in printed or electronic form. This helps the student keep track of the ABE registration process. These steps are also presented in English and Spanish on the ABE website.

Day 3 – Welcome Letter: After receiving the ABE Welcome Letter instructions, a student will activate the CNM student email account and schedule a CASAS placement test. In some cases, the CASAS test can be scheduled on the same day. In other cases, it may be scheduled for a later time during the first week.

Day 5 or after – Initial Assessment: A student will take the CASAS Placement test. Immediately after the test, they will scan a QR code or receive an email with a link to the Class Preference form. Here they can indicate their preferred classes and request registration. After completing the Class Preference form, they receive an automatic email invitation to schedule an appointment with the Achievement Coach for advising.

Week 2 or after –Advising. Advising does not have to occur before class starts and will not prevent a student from being registered. Our goal is that new students receive advising during the first 5 weeks of class.

1. Describe how your program's schedule and components promote adequate intensity and frequency of instruction in order to support participants' achievement of substantial learning gains.

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The 5-week course schedule that is currently being used is offered in two sessions per term. During this schedule, rigorous curriculums are delivered in two different styles, in-person and 100% online, to present more convenient and flexible scheduling options to accommodate adult learners with full-time jobs and families. Students opting for in-person class delivery meet 2 hours 15 minutes, 4 days a week for a total of 45 instructional hours per session. Students opting for online class delivery are expected to complete weekly assignments during the same time requirement. ABE faculty continue supporting struggling students outside of class by holding three student help hours, aka office hours, per week per assigned course.

Full-time faculty meet with the ABE Director regularly before, between, and after sessions to discuss procedures, student engagement, or assessment practices as a way of continuing to improve the student experience. Each discipline utilizes a variety of instructional methods to help build students' self-efficacy and work towards achieving learning gains.

2. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

The CNM ABE provides online options for all of its classes and levels and has expanded its reach to serve students outside of the ABE metro area. All of the 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 more 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. In order to provide equitable access to all learners, CNM is beginning a process that will ensure ADA compliance for all online courses.

The CNM ABE Director has been working diligently during this program year to build relationships and collaborate with other CNM departments to provide students with more support and success. A variety of ABE program elements have greatly improved our services. These elements were embraced by principal departments within CNM.

Improved Onboarding: CNM Enrollment Services representatives are invited to weekly ABE Staff meetings and have been an incredible support in finding solutions and providing resources to enhance our onboarding process. ABE has a dedicated Enrollment Services Student Services Technician and back-up Registration and Enrollment Technician. Both team members help with onboarding, registration processes and participating in training of CNM One-Stop staff on ABE onboarding procedures.

Same Day Testing: the CNM Assessment Center has also been open to collaboration in improving the placement testing experience for our students. We have recently added same-day CASAS test scheduling. In this process, the assessment team is critical in providing the final instructions to students which includes filling out the Class Preference Form registration request upon completing their CASAS testing.

Integrated Advising: the CNM Advising Center invited our Achievement Coach to move her office into the general advising center. This allows for increased awareness and communication of ABE services and allows for seamless transfer of students from ABE to general credit or vice versa when necessary.

Improved Translation Services: the CNM Marketing and Communications Office is working with ABE to provide access to translators in other languages including Mandarin Chinese, Arabic, Russian, Portuguese, and Farsi.

The CNM ABE program has made several changes to greatly improve our service in the following areas:

Bilingual Customer Service: ABE replaced two departing monolingual staff members with two bilingual staff members. Our full-time Achievement Coach is bilingual and has worked diligently to provide quality advising, oral and written, in English and Spanish. Our Student Services Technician is also bilingual and committed to assisting Spanish speaking students in the onboarding and registration process. In

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combination with our Bilingual ABE Testing Technician, we now have a Spanish speaking team member at each point in our process: Onboarding, Testing, Registration and Advising.

On-demand, Bilingual Orientations: Lead instructors in Language Arts, Math and ESL created on-demand virtual orientations in English and Spanish. We no longer have a limit on how many student orientations we can provide. Furthermore, students do not have to wait for an orientation date; they can get started with the orientation immediately.

Increased Staffing for Onboarding and Testing: Our department added an ABE Technician who splits time as a CASAS proctor and onboarding support agent. This allows ABE to test more students and also welcome more prospective students. In the next program year, we will also add a student employee who will be assisting the ABE team in a similar capacity.

Removing barriers to learning is also an important priority for ABE. Our department is working closely with CNM Accessibility Services to improve the process of referral and testing for students in need of academic or testing accommodations. In addition, providing improved tutoring services has been a particular focus this year. Our Achievement Coach has created a referral system with both CNM Tutoring as well as an outside Adult Education Center, Ethos Literacy, to provide students with more access to tutoring. This system is particularly beneficial to students who may not make the initial benchmark to begin classes at CNM. It also allows students to log tutoring hours and then be referred to CNM to test again after six months.

Finally, CNM provides an excellent package of wrap-around services for all students. ABE students are regularly referred to these services in advisement and through CNM general education announcements and events. These services 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.

3. **Describe precisely how your program aligns instruction to the College and Career Readiness Standards (CCRS) and/or the English Language Proficiency Standards (ELPS).** Please include information on required curriculum and resources available to support instruction and the implementation of CCRS/ELPS. If you do not align your curriculum and instruction to these standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.

The ESL required 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. This year a College and Career Readiness class was added to our program which also focused 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.

ABE faculty designed the mathematics curriculum based on the College and Career Readiness Standards (CCRS) for Adult Education, which are adapted from the Common Core State Standards (CCSS) for K-12 education, aligned with available information about CASAS Math Goals, and correlated to mathematics concepts assessed on the GED/HiSET.

Our program has used materials from the Career Pathway Institute to develop contextualized curriculum, using the CCRS standards, for all career pathways with the School of Applied Technologies and the School of Business and Information Technology. In specific, the curriculum and outcomes of our GED Language Arts (GELA 0950) and GED Mathematics (GEMA 0950) courses have been aligned to

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certificates in Automotive Service Fundamentals, Unmanned Aircraft Systems, Retail Management, and Hospitality and Tourism, all in line with CCRS.

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, as-is standard, multiple written explanations for math concepts (See <https://www.aleks.com>) are available to students as well as instructor explanations. Some instructors can and do create their own teaching videos.

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.

4. 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 & Curriculum Development

CNM uses the DACUM model to develop new programs and curriculum. According to The Ohio University website,

“DACUM (an acronym for Developing a Curriculum) is an effective and relatively low-cost method of analyzing jobs and occupations used worldwide for more than 40 years and in over 58 countries through our DACUM International Training Center. This unique process offers components that successfully support job and occupational analysis for organizations, including community colleges, companies, government agencies and professional organizations. [...] Some of the DACUM uses include:

- developing and updating competency-based curricula and training programs
- preparing certifications/licensing for professions
- creating performance assessments/testing
- providing career advising and counseling
- creating HR/organization development tools such as job descriptions, job-specific performance appraisals, and standard operating procedures” (The Ohio State University, 2023)

CNM finds the DACUM model useful in analyzing competencies required for a career path and developing a competency-based training curriculum. It is particularly helpful when building a new integrated Education and Training Program.

Leadership and Management

My leadership style is motivated by biblical principles such as servant leadership and the golden rule, “Do to others as you would have them do to you” (Luke 6:31, New International Version). Servant leadership is the principle of serving those you lead for the dual purposes of benefiting them directly and to teach them through example to do the same (John 13). The teaching part of this definition is organic and tends to self-propagate as people experience the nature of servant leadership. According to the Robert K. Greenleaf Center for Servant Leadership, “A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power by one at the “top of the pyramid,” servant leadership is different. The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible” (GREENLEAF CENTER, 2023). These simple principles lay a groundwork of behavior that

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inherently values the people around me, provides self-accountability, and motivates others through kindness and respect.

Management is “the coordination and administration of tasks to achieve a goal” (Indeed, 2023). Managers “...establish plans and policies, direct business activities, and oversee people, products, and services” (U.S. Department of Labor, n.d.). Frameworks for management, as suggested in popular titles like *The One Minute Manager* and *Entre Leadership: 20 Years of Practical Business Wisdom from the Trenches*, give methods for effectively carrying out these duties. Ultimately, the “framework” that emerges is a synthesis of information gleaned by written resources, active communication, and reflective practice. In the following paragraphs, I’ll discuss the practical result, showing our organization along with practices in supervision, budget, and communication.

Organization

The CNM ABE program is organized under the new School of Education, established at the beginning of July 2022 as part of the larger reorganization of Academic Affairs. This organization is shown in the figure below. Prior to the reorganization, the CNM ABE program was organized under the School of Adult and General Education, led for many years by Dean LouAnne Lundgren. In addition to the CNM ABE program, the School of Education oversees teacher education and early childhood education programs as well as the Transfer and Pathways division, which supports all CNM schools with transfer and articulation policies and processes, credit for prior learning, and more.

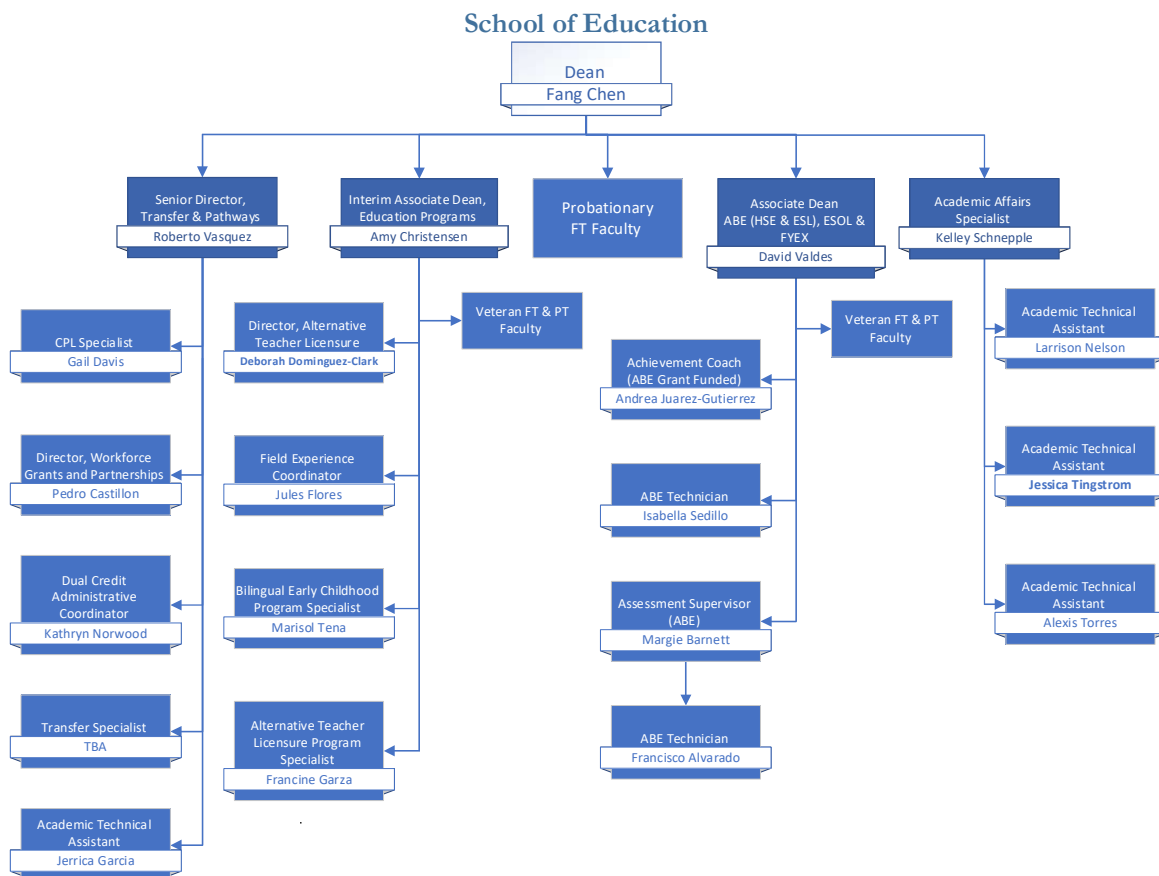


Figure 14: School of Education Organization. Note that the CNM ABE program also supports a Student Services Technician (Matthew Gallegos) supervised by Enrollment Services, and therefore not shown in this figure. Enrollment Services supervisors work closely with the ABE director to ensure seamless and integrated services.

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Supervision

The CNM ABE program is directly supervised by Associate Dean David Valdés, and indirectly by Dean Fang Chen, as shown in the figure above. Across CNM, supervision style varies by supervisor. My (David's) method of supervision is collaborative, in concert with my leadership style. For example, when I meet weekly with my supervisor, Dean Chen, we come to consensus on how to celebrate our successes or address our challenges. We share reasons and information, which commonly lead to a shared understanding and agreement on the best course of action. Only on rare occasions might we have a slightly different take on a particular action. In such cases, I defer to Dean Chen without hesitation, leaning on her experience and authority. Likewise, when I meet weekly with my staff, we openly discuss our successes and challenges along with visions for the future state of the program. I direct that these discussions occur in the context of hope and positivity, which has become the culture of our meetings. This culture leads to a "can do" attitude and a belief from each employee that "I make a positive difference for our students." This belief leads to the reality that every one of our team members does indeed make a positive difference for our students.

I also appreciate that each member of the team has a particular set of talents based on his or her personality, training, and experience. In light of this recognition, informed by frequent meetings with individuals and groups, I direct each team member towards the activities that maximize their potential. At times, this has led the program to change job titles or duties.

Budget

Our overall budget is established at the beginning of each fiscal year when NMHED approves our categorical spending allocations. CNM assigns grant accountants to work with the ABE director to ensure compliance with state and federal guidelines. The ABE director meets with the grant accountants on a monthly basis to discuss current spending, status of the request for reimbursement, and spending strategy to meet future demands. The ABE director also maintains a spreadsheet showing trends in spending for each grant. This provides a context for planned spending such as curriculum development projects.

Communication

Many of our communication strategies are stated in preceding sections. In addition to the information already provided, it's important to note that every member of the CNM ABE faculty and staff is also a part of the larger CNM community. As such, they receive weekly messages on activities across the college, participate in college events, work or communicate with employees serving our general population, develop curriculum using the same methods as similar college-level disciplines, etc. As this relates to communication, what we talk about is often related to, or in the context of, conversations at the college level. For example, many non-ABE disciplines use "final measures" as an information source for the analysis of course-level efficacy. Naturally, this leads us to ask how we can use similar information to a similar end.

Another result of the integration within the larger CNM community is that we use all the same communication tools, such as Microsoft Outlook (along with the Office 365 suite), Microsoft Teams for quick chats and meetings, Zoom for scheduled meetings, and the list goes on.

Faculty and Staff Development

Professional development for faculty is supported by CNM's Cooperative for Teaching and Learning (CTL), "an organization of CNM faculty that fosters internal partnerships across the college to support faculty needs through orientation and professional development" (Central New Mexico Community College, 2023). Guiding principles for faculty development are given in the "Framework for Quality Education" and are reflected and reinforced in the "Framework Supporting Quality Education: Faculty Development Model." In addition to on-demand faculty resources, faculty have the opportunity to participate in faculty learning circles and peer coaching, learning in the context of reflective practice. Annual training and professional development are provided to faculty through "Faculty Focus Day," and the "Conference on Teaching and Learning," serving CNM as well as other local institutions.

Staff trainings consist of CNM mandatory trainings, ABE specific trainings, such as CASAS test proctoring training, and peer-to-peer trainings while staff professional development opportunities include annual conferences such as the NMAEA Annual Conference (NM Adult Education Association, 2023) and

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COABE National Conference (COABE, 2023). The CNM School of Education has a professional development budget allocated for ABE 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 2022-2023, 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. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)

• Achieved Citizenship Skills

N/A

• Voted or Registered to Vote

N/A

• Increased Involvement in Community Activity

N/A

3. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

N/A

4. 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

5. 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

6. 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 2022-2023, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:
N/A
2. 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
3. Regarding WIOA Section 225 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

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 2022-2023 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.

\$ 534.77*

*This is the sum of the invoices processed in FY 2022-2023. The final invoice of \$198.10 was sent by mail on 6/30/23, and is not counted in the amount shown in the box.

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
192	\$ 15.50	\$ 2976

4. Please indicate FY 2022-2023 hours contributed – Volunteer Admin (Receptionist/Front Desk)

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

5. Please indicate FY 2022-2023 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
28634 [†]	\$ 12.42	\$ 355,634.28
630 [†]	\$ 12.42	\$ 7824.60

[†] Office space = 630 sq. ft.; Classroom space = 28634 sq. ft. Classroom space is only used during the time the classroom is scheduled for instruction. All classrooms used are also available for use by other classes at CNM.

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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 2022-2023.

Source	Amount
CNM support for the CNM ABE program	\$ 25,292.99
CNM Assessment Center expenditures on CASAS exams	\$ 4022.82

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2022-2023 fiscal year.

\$ 17,900

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
McGraw Hill Instructional Materials - Books	\$ 1,053.91
Amazon 4 HISET and 4 GED Test Prep	\$ 160.28
Amazon GED Prep	\$ 132.02
McGraw Hill Instructional Materials - Books	\$ 2,466.45