

New Mexico Adult Education Local Program Annual Report 2022-2023

Annual Program Report Cover Page

Program Name:	New Mexico Corrections Department – Reentry Division	
Institution or Organization:	New Mexico Corrections Department	
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County:	Santa Fe	
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Workforce Region(s) Served:	Eastern Board	
New Mexico Counties Served:	All	
Submission Date:	9/11/2023	
Program Director, Manager, or Coordinator Name and Title:	Reentry Director Byron Brown	
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Signature of the Chief Executive Officer or Designee

9-13-2023

DATE

Byron Brown, Reentry Director

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.**

New Mexico Corrections Department (NMCD), Adult Education (AE) program spans New Mexico across ten Correctional Facilities. These include state- and privately-run facilities with demographics varying on age, race, sex, gender and offense type as well as a spectrum of student educational levels.

NMCD's AE program structure is founded on the Career Pathways Service Delivery Model, which aims to increase the likelihood that the student educational experience provides practical career tools for post-release success. The primary areas of focus for the current fiscal year is to cultivate a career culture beyond simply attaining a High School Equivalency (HSE) credential and develop the network needed to ensure students have the opportunities and the tools necessary to successfully transition back to their families and communities upon release. Success is dependent on aligning student goals with evidence-based pathways for career readiness and post-release success.

To assist participants with these goals, WIOA/ Title II funding are being used to offer adult education and skills development programs that accelerate achievement of high school equivalency diplomas and credentials among incarcerated individuals, those with limited English language skills, and the disadvantaged. The Title II funds are used for activities that guide eligible candidates (16 years and older) through essential skill development and other opportunities, such as obtaining postsecondary education, career technical education, and employment/career readiness. Such adult learning activities include:

- Effectively integrating technology into curricula and instruction.
- Effectively engaging community partners and coordinating services between school and community.
- Helping all students develop the skills essential for learning readiness and academic success.
- Development of programs and activities that increase the ability of teachers to effectively teach adults with disabilities and English language learners.
- Training educational staff on strategies to integrate rigorous academic content and provide effective career/technical education and work-based learning to help prepare students for post-secondary education and reentry into the workforce.

- 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.**

Similar to the past two year, there has been turnover in the position of Education Administrator (i.e., AE Director) and Reentry Directorship. After hiring for this position in August of 2022, it was vacated within a month. After two months, this position was refilled in October of 2022. Due to unforeseen circumstances, this position was once again vacated in March of 2023.

As for the Director position for Reentry, this was vacated in November of 2022 and an interim Director was put in place February of 2023. As of August 2023, Director and Deputy Director of Reentry were filled.

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Operating a state-supported school within a correctional setting has a steep learning curve. The gap in institutionalized knowledge and turnover led to some delays in implementing programming efforts, instructor anxiety regarding the direction of adult education within the department. Some progression was hindered, but due to team efforts, NMCD made great strides and progress toward WIOA/Title II goals. As the new Director comes on board, new goals will be developed and reported here.

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?**

Technological resources include the use of Educational TV, a closed-circuit cable network that is utilized throughout the facilities. American Prison Data Systems (APDS) Tablets have been deployed throughout the correctional system to allow for wider availability of educational resources. These tablets have also increased instructional time; in addition, NMCD is in the planning stages of utilizing these tablets to deliver quality instruction to its higher custody leveled inmates and assist facilities that are struggling to employ AE instructors through a secured communication video platform.

With continuing lockdowns and other restrictions, instructors have continued to provide instruction in the housing units and deliver homework, materials, and lessons through internal mail. Instructors are also using supplementary devices such as Study Buddy's. Study Buddy devices deliver a rich learning instruction that provides tutoring practice with guided feedback, through a multimedia instruction, allowing for differentiated instruction and accommodates many learning styles.

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.

Program Name	Partner	Description	Formality
Project Echo	UNM	Health education and peer mentorship training	Formal
Roots of Success	Roots of Success	Program to enhance environmental literacy	Informal
PA Boot Camp	CNM	Film production assistant training through CNM	Informal
Fathers Building Futures	Fathers Building Futures	In-reach program to provide cognitive and relationship skills for transition into paid carpentry positions upon release	Informal
Employability Workshops	Goodwill of NM	Pre-release employability skills training	Informal

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<p>NCCER REW (Core, Level 1 and 2 electrical)</p> <p>NCCER CEW (Level 3 and 4 Electrical)</p> <p>NCCER Core</p> <p>NCCER Carpentry</p> <p>Welding</p> <p>Heavy Equipment Operator (CAT Simulators)</p>	<p>National Center for Construction Education & Research</p> <p>NCCER</p>	<p>NCCER develops standardized construction and maintenance curriculum and assessments with portable credentials. These credentials are tracked through NCCER's Registry System that allows organizations and companies to track the qualifications of their craft professionals and/or check the qualifications of possible new hires.</p>	<p>Formal</p>
<p>Dona Ana Community College</p> <p>NMSU-Grants</p> <p>Mesalands Community College</p>	<p>Post-Secondary College Certification and Associates degrees.</p>	<p>All three post-secondary institutions offer an array of certificate and associate degree programs.</p>	<p>Formal</p>
<p>Eastern Area Workforce Development Board</p>	<p>Workforce Solutions – Eastern Area</p>	<p>Assist in improving employment and poverty rates through workforce development, enhanced services for employers, and ensuring fair labor practices and workforce protections for all New Mexicans.</p>	<p>Formal</p>
<p>DVR</p>	<p>New Mexico Division of Vocational Rehabilitation</p>	<p>Assists New Mexico residents with disabilities with an array of assistance through:</p> <ul style="list-style-type: none"> • Vocational Counseling and Guidance • Job Search Assistance / Job Development/ Job Placement Assistance • Pre-Employment Transition Services • Disability Determination Services • Vocational Rehabilitation Technology • Employment Training 	<p>Informal</p>
<p>Women in Leadership</p>	<p>Community outreach –Women</p>	<p>Empower, and inspire women to develop self-advocacy skills in order to become leaders through personal and professional growth by providing access to leadership development and educational opportunities.</p>	<p>Informal</p>

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) 1023

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) 210

Post-testing rate (Table 4B, last row of column B to number of NRS participants) 55%

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%	39.92 %
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	100%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	100%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$0

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.**

The retention rate is # NRS Participants divided by (NRS Participants + Non NRS Participants).

FY 22-23	83%
FY 21-22	67%
FY 20-21	73%
FY 19-20	80%
FY 18-19	76%

The dip in 20-21 and 21-22 was due to COVID related restrictions and testing protocols. The increase in FY 23 in inmates with >12 hours, was due to many factors. The first being Reentry Division working closer with security staff to reduce class cancellations (i.e. due to lockdowns, Pod-Restrictions). NMCD also increased instructional hours and introduced more supplementary-based resources (APDS tablets, Study Buddy's) to increase and reinforce educational instruction.

- 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.**

Improvement initiatives such as professional development, training in differentiated instruction, data input/implementation, and pedagogical/andragogical approach to teaching (collaborative, integrative, reflective, and inquiry-based learning) are improvement initiatives NMCD plans to pursue in the upcoming program year. Improvement initiatives with explicit attention to interactions between goals, processes, and emerging outcomes has the potential to generate more thorough consideration of the range of components that influence sustained program implementation leading to site improvement.

- 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.**

Measurable Skills Gains	<p>Adult Education (AE) staffing churn and retirements reflect those felt by organizations nationwide, and hiring remains difficult at correctional facilities outside of metropolitan areas.</p> <p>Newly hired instructors increase enrollments after an initial onboarding and progressive acclimation to the unique circumstances of correctional instruction. NMCD continues to refine recruiting and retainment practices for AE instructional staff. Staff creatively address interruptions by organizing and distributing learning packets tailored to individual learners, use of technological devices such as APDS tablets, and Study Buddy's.</p>
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	<p>More effective management practices and switching HSE assessments at all state run facilities (HiSET to GED) allowed an increase of HSE completions with 198.</p> <p>In FY 22-23 NMCD continued its investment in digital tablets and statewide facility IT infrastructure to support their rollout, The wide range of educational content includes Edgenuity, a leading provider of K-12 online curriculum and Essential Education, a provider of quality AE content. NMCD will continue to direct students to these resources to supplement staff instruction and provide greater educational access outside of the classroom.</p> <p>NMCD will continue to explore AE instructional modalities.</p>
Credential Attainment, Rate Employment, Employment, Median Earnings	<p>NMCD is continuing to network and develop the necessary and vital partnerships needed for incarcerated individuals releasing into New Mexico communities. This coordination of care is important to ensure correctional facility programming efforts are built upon once released into the community. While this need is essential, it is also a challenge since individuals in each facility are releasing to a wide variety of localities in the state. To help address this complication, the program is building a partnership with different entities throughout the state in a collaborative effort for releasing students that are connected to a statewide network of organizations that are able to assist individuals through transition toward building stability and improved outcomes. It is also the case that through this network NMCD can obtain data to improve programming and service efforts. Improvement initiatives with explicit attention to interactions between education and career goals, divisional processes, and anticipated outcomes has greater potential to influence program implementation and quality, leading to site improvement.</p>

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

Very similar to last year, NMCD will be focusing on three areas of potential improvement: policy and procedure development, training and implementation, and evaluation through data and research.

The beginning phase of new initiatives is to develop and update changes to existing procedures that may lead to better attendance rates, teacher and student engagement, and coherence with performance measures, which will assist students in achieving educational goals.

Staff training at all work locations is vital to ensuring that program initiatives are implemented with fidelity at all facilities. This will also assure that all staff are equipped with the tools and resources needed to create an educational environment that supports not only our students, but staff as well. Training will also ensure that NMCD programs are aligned with the WIOA plan, which focuses on career and educational services for all returning justice involved citizens. Training will also consist of learning and implementing new technological resources. In FY22 -23 NMCD invested in digital tablets and the statewide facility IT infrastructure to support their rollout. The wide range of content includes Edgenuity, a leading provider of K-12 online curriculum, and Essential Education, a provider of quality AE content. NMCD will continue to direct students to these resources in FY23 to supplement staff instruction and provide greater educational access outside of the

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classroom. The creation of a new role for managing and implementing tablet content will create additional paths of access and learning. NMCD will continue to explore AE instructional modalities.

Third, evaluation of program data and retrieving data from different departments, such as New Mexico Department of Workforce Solutions is critical to program improvement. Evaluation of data will determine whether procedures are having the intended outcome, and if the educational objectives are not being achieved, so that NMCD can determine whether the procedures need further adjustment or the implementation needs to be improved. Data can also assist with development or adjustment of training/retraining for improved implementation. Gathering of data from different NM departments is utilized for quality monitoring in order to respond to educational challenges, improve programming, increase efficiency, and lower recidivism rates.

5. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, please reach out to Katya.)

Performance Measure	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
# of NRS Participants	1418	1369	905	878	1023
# of non NRS Participants	452	332	322	440	210
Post Testing Rate	54.50%	66%	53%	49.50%	55%
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.5	39.23	30.62	30.61	39.92%
Credential Attainment Rate (Table 5, last row of column G)	0	0	0	0	0%
Employment Second Quarter After Exit (Table 5, first row of column G)	0%	33%	0%	0%	100%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	0%	100%	0%	50%	100.00%

** Inmate Population has dropped 22% between 07/01/2019 and 07/01/2023**

07/01/2019	6865	07/01/2020	6172	07/01/2021	5692	07/01/2022	5474	07/01/2023	5422
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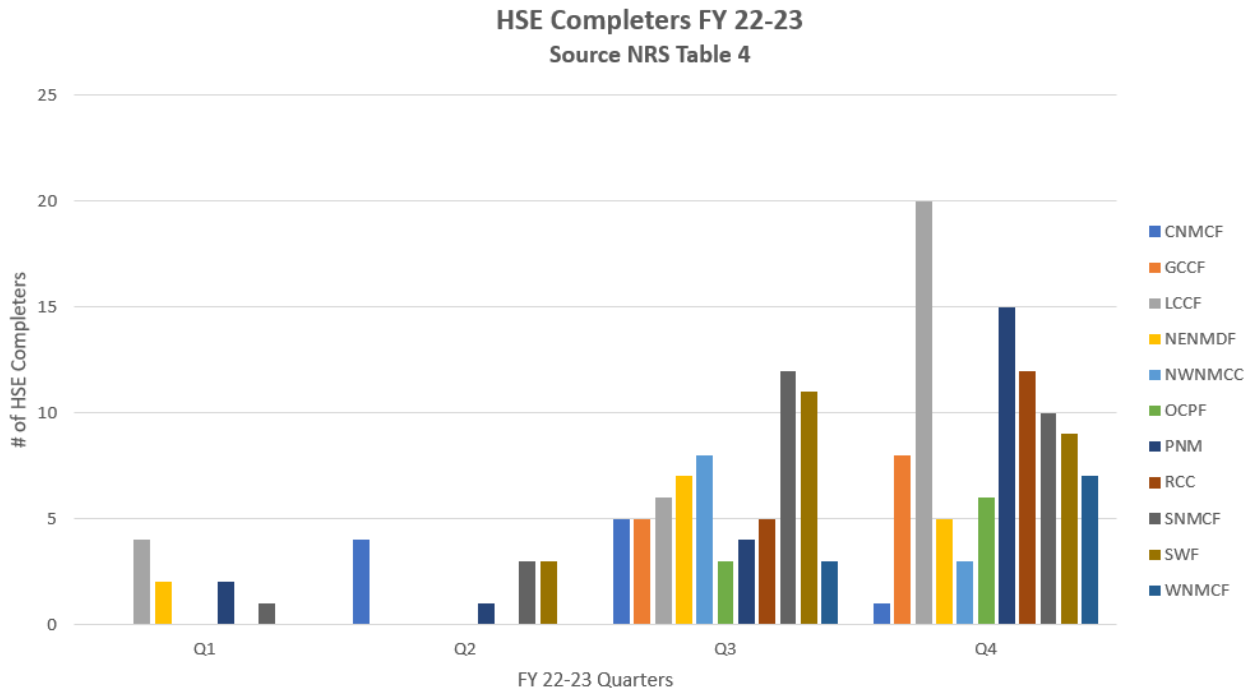
6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* If you are a new director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established director, describe strategies you intend to use in the coming year to promote continuous improvement.

By using data to examine individual facility trends, facility comparison regarding practice and procedure has emerged as a significant comparator. The comparison supported previous reviews, which revealed those facilities that diligently follow enrollment, testing, and data entry procedures do

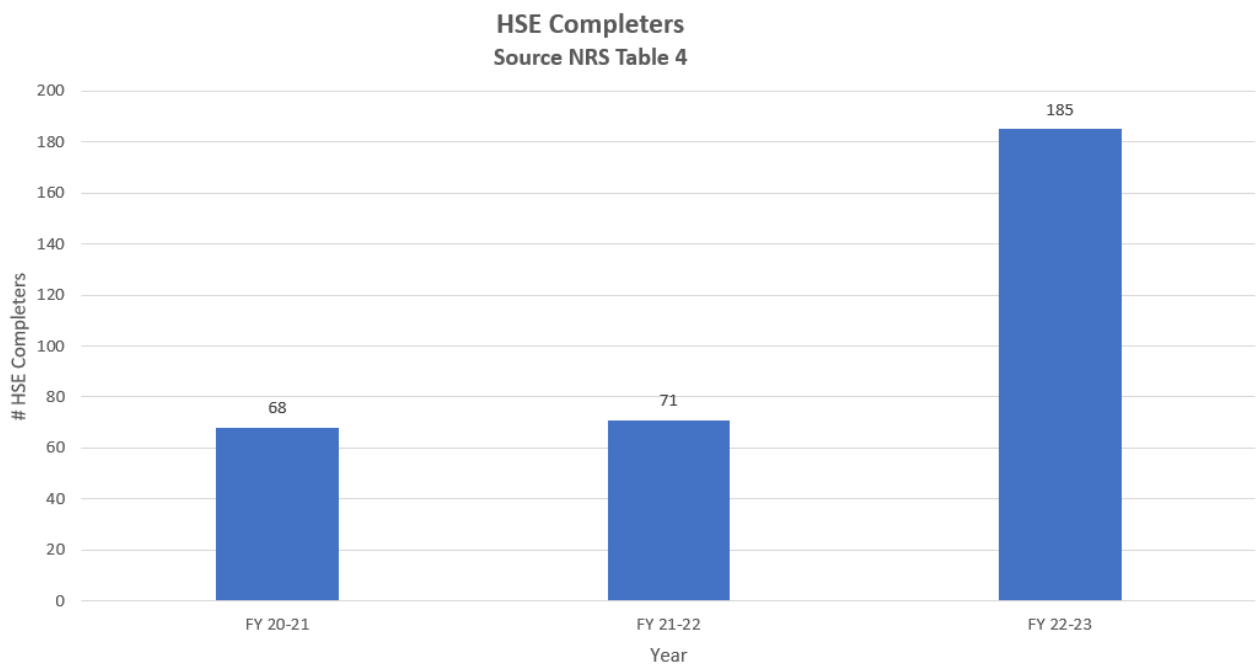
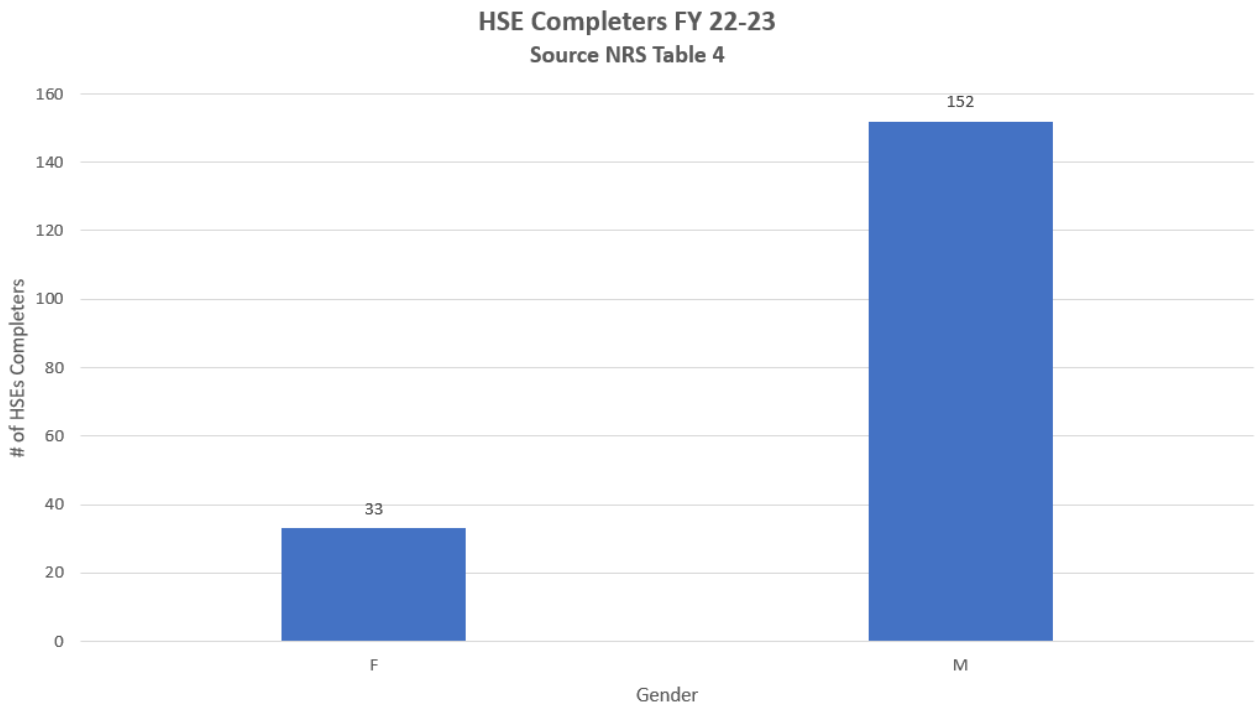
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produce the highest percentages of measurable skill gains, and it also revealed the facilities with the lowest percentages this year were those at which there was a roll-over in key staff positions, especially the supervisor position. As a result, we plan to ensure more training for new supervisors and professional development for existing supervisors that is specific to AE procedures.

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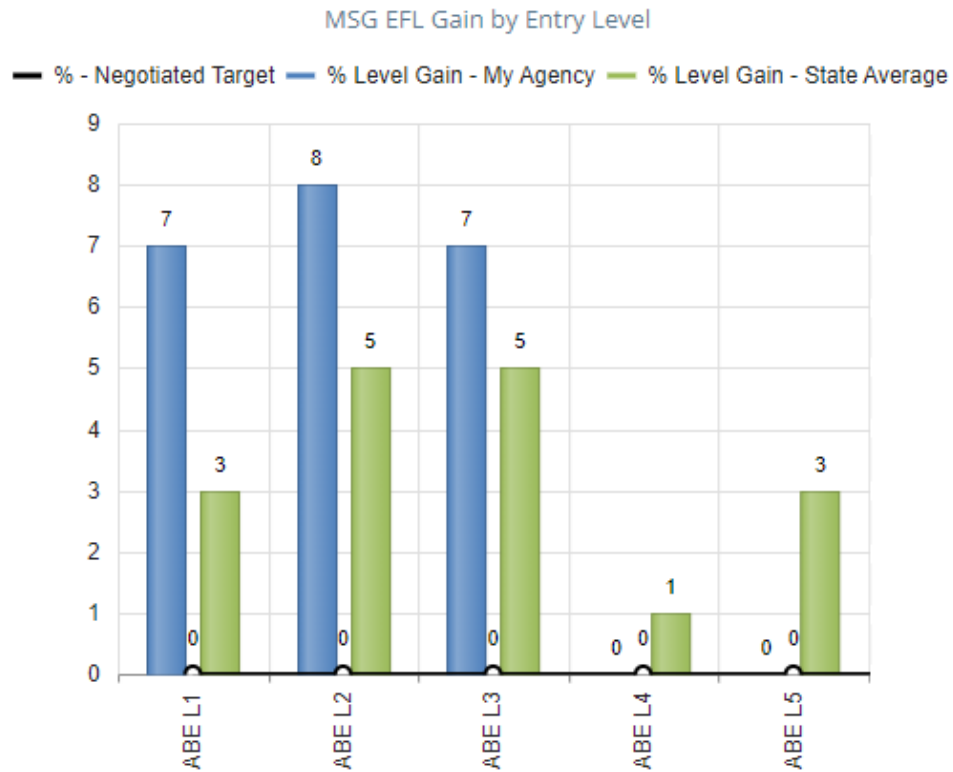


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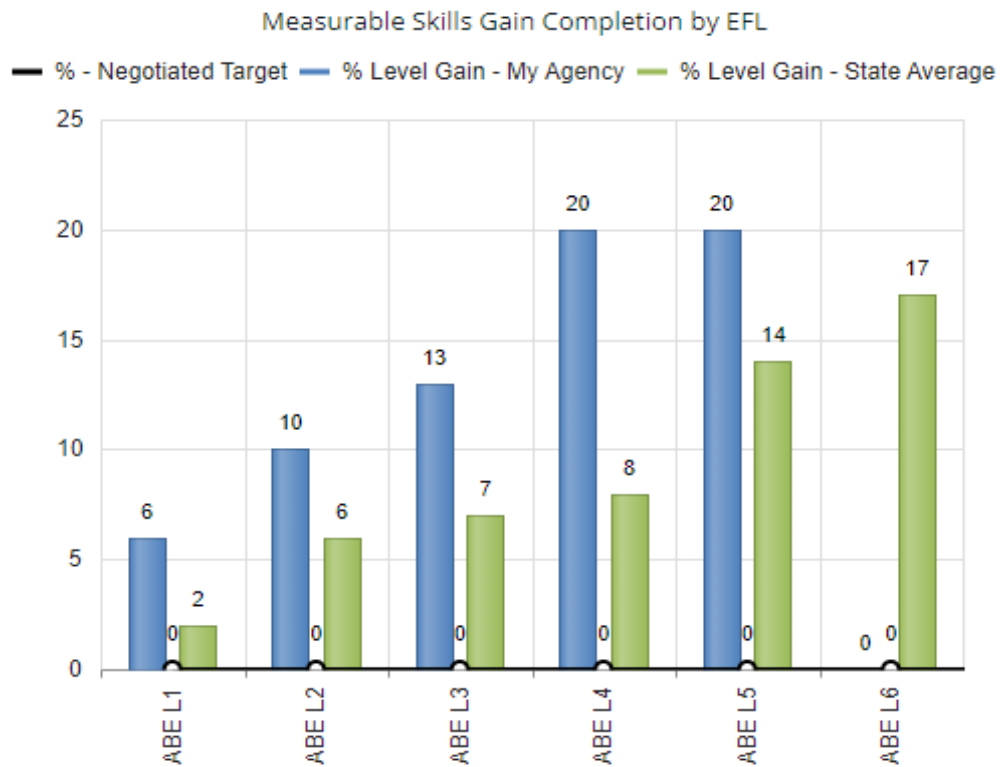


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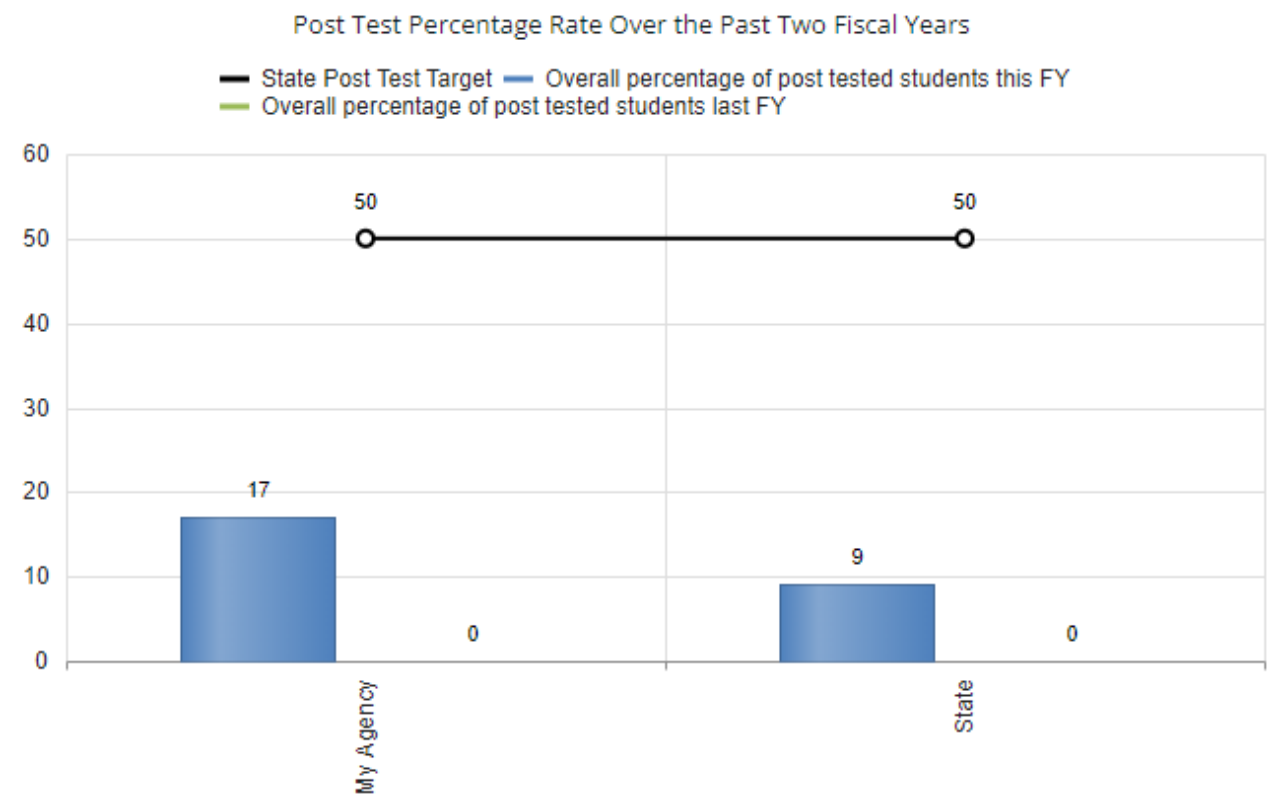
FY 22-23



FY 22-23



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Section IV. WIOA Partner Activities, Career Services, and Training Services

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	1023	\$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	ABE Level 1 – 74 ABE Level 2 – 344 ABE Level 3 - 398 ABE Level 4 – 187 ABE Level 5 – 19 ABE Level 6 – 1 Total: 1023 ESL Level 1-6 0	0	0
Referrals to and coordination of activities with other programs and services.	Career Service	Project Echo –213 Northern Board – 10 HEO/CAT Southern Board – 8 HEO/CAT DVR – 8 Women in Leadership - 1402	0	0
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service	1023	\$202.56	Supplies and Materials: \$181,808.72 Equipment: \$25,415.09 Total: \$207,223.81
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	YES Applications: 280	0	0
Total:			\$202.56	\$207,223.81
Integrated Education and Training (IET) programs	Training Service	18 Participants	\$0	\$0

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

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

In order to provide a smooth transition upon release and to prevent duplication of efforts, AE program students will develop and maintain transition plans that include individual employment plan history and goals aligned with Workforce center procedures. Regional occupational needs based on the region and community to which the individual offender expects to release as well as any employment limitations due to the specific felony shall be taken into consideration for determining appropriate employment goals.

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

In order to ensure each participant completes as many goals associated with the transition plan as possible before release, their projected release dates are a factor in prioritizing goals and determining appropriate concurrent enrollment in programs and services as needed. Since NMCD program resources are limited, the transition plan provides a means through which NMCD program providers may justify prioritization for justice involved individuals with a smaller amount of time remaining before release to complete needed programs before those participants with longer sentences. Another benefit to setting employment goals with the projected release date as a primary factor is that it ensures sufficient time before the participant's release to complete other employability or CTE programs. Shorter-term projects or classes are included to ensure that pre-vocational and soft skills such as communication and professional conduct and workforce preparation activities such as digital literacy and understanding systems are addressed to the greatest degree possible given the time available.

Some challenges faced for our population this last fiscal year include the fact that programming and participation in vocational and soft skills courses are the choice of each student and some choose not to participate. NMCD is working on expanding positive messaging to the population to make programming more desirable which we hope will encourage more participation. Another challenge is that in the community, NMCD still runs into barriers with some employers who do not want to work with a criminal justice population and thus do not hire our clients. This is a topic that has been addressed by NMCD in statewide meetings as well as in the Legislative sessions as we hope to encourage more people in the community to assist us with reentry of our students into self-sustaining long-term employment.

NMCD has a number of areas that are working well including current expansion of vocational opportunities in the prison facilities for the students. NMCD has also continued to expand the reentry division with the hiring of our new Reentry Director, Byron Brown and Reentry Deputy Director, Haven Scogin which continues to show that NMCD is making education, vocation and reentry opportunities for the population we serve a priority.

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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.**

NMCD is continuously working on an interagency commitment to career planning and advising in an effort to foster better coordination of programs and services. This will assist students in navigating through changing landscapes to build on integrated systems for career pathways. NMCD administration is developing policies and programs to expand partnerships and transitional activities that could allow local career pathways to mature, both inside the walls as well as outside in the communities.

- 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 LINC checklist:**

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

****See Appendix A.1 HEO IET SOP****

- 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.**

NMCD is currently working on creating quality IET programs that meet the needs of employers and learners. NMCD is establishing formal and informal partnerships (i.e. Northern Workforce Board & Help NM) for training, support services, and IET development and implementation process not only for HEO but for CDL and Welding 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.**

NMCD has developed a more informative orientation and onboarding process for new program participants. At this moment, recently incarcerated individuals attend a committee meeting organized by several facility program providers, including Reentry Division staff, who discuss specific program processes. In FY22-23, NMCD trained Classification staff on the COMPAS risk, needs, assessment tool, which allows for greater insight into individual criminogenic needs, including educational needs. As this tool is implemented, Reentry is seeking to design informational materials that describe and detail educational processes, procedures, and policies. NMCD is exploring the viability of an onboarding process with rolling educational schedules.

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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.

Intensity of instruction varies with the security level in which the enrolled students are housed, playing a large role in the number of instructional hours available to a student in a week. Students housed in the highest security settings have the least access to instructors or class time with as little as one hour per week. For these students, technology is helpful at times, but since access to it is also limited, instructional packets are still the most practical means of increasing the amount of time these students participate in some form of instruction. Fortunately, these students only represent a small percentage of NMCD AE students. In addition, many of these students are able to transfer to lower security settings over time and are then able to participate in classes with far higher intensity of instruction. For the students housed at the lowest two security levels, instructional hours are normally twenty to twenty-five hours per week, and are limited by facility schedules and the requirement that inmates maintain facility jobs.

Quality of instruction is difficult to maintain over time, especially during periods when facilities experience a high staff turnover rate. Evidence that program procedures are effective is revealed in annual audits, which consistently show that facilities with the highest ratings for following procedure also have the highest ranking for percentage of students achieving measurable skill gains, but there is far more to quality instruction than following procedures. To maintain high quality instruction, the program coordinator focuses on providing professional development and effective instructional resources, and utilizes data reviews plus facility audits to determine instructional areas or locations that need more attention.

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.

NMCD utilizes distance learning through correspondence courses wherein the students correspond via internal mail and technical platforms such as APDS digital tablets. NMCD is utilizing technology to improve service and delivery in two ways. One is utilizing computers with instructional programs available in classrooms to help meet the needs of students who need visual aids or immediate feedback available in computer-based instruction programs. NMCD's investment of 140 tablets during FY22-23 has increased many opportunities for educational and career-based programming/resources.

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.

NMCD aligns its school curriculum to Career and College Readiness Standards. By doing this, student achievements in adult education are aligned with the expectations of employers and postsecondary institutions.

TABE 11/12 assessment aligns CCRS to the curriculum through its blueprint resource (TABE 11/12 has blueprints accessible at <https://tabetest.com/resources-2/testing-information/blue-prints/>). These blueprints give clear standards that allow educators to understand where to focus their efforts and shape and individualized instruction. Classroom activities, assignments, and a range of formative and summative assessments all help determine whether students are absorbing the essential skills and knowledge included in the standards. Following CCRS forges a stronger link among adult education, postsecondary education,

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and the world of work. This resource is critical in showing what is expected and required for success in colleges, technical training programs, and employment in the 21st century.

- 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.**

Based on research showing employment engagement increases productivity, lowers turnover, and improves job satisfaction, Reentry provided a division-wide engagement survey. The goal was to learn where the Division could make improvements in mission, messaging, and direction, among other things, to increase the quality of instruction – more satisfied teachers produce better outcomes for learners. By increasing communication in these areas, Reentry continues to create a space in which instructors can find support and trade knowledge.

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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
- Voted or Registered to Vote
- Increased Involvement in Community Activity

N/A
N/A
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:
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.**

There are two areas of focus NMCD is currently dedicated to. First, meeting or exceeding the state target for overall level gains and HSE/HSD completers that has been followed over the past few years. Secondly, students will be able to utilize the skills acquired through program participation to build a strong foundation for success after release.

In order to increase level gains, NMCD has and is working toward improving student motivation, by focusing on linking instruction and academic achievement to student opportunities for a more successful future after release. Reentry staff are assisting in accomplishing NMCD's primary goal by utilizing various learning applications, expand the use of technological resources and thinking outside the box in terms of service delivery and instructional methods to students (digital tablets, ETV, Digital Interactive Whiteboards).

Students under the age of 22, also have the opportunity to receive a high school diploma through Edgenuity. Edgenuity is an online curriculum that aligns to the national standards, NGSS, and state standards. It is used to supplement classroom instruction, in a virtual implementation, and for both initial and credit recovery to gain a high school diploma. This curriculum and virtual learning allows NMCD to expand course offerings, offer more flexible learning options, and staff highly qualified, state-certified virtual instructors.

The secondary area of focus for the current fiscal year is shifting from solely achieving High School Equivalency (HSE) credentials to include a career and life change culture. This helps develop the network needed to ensure students have the opportunities and the tools necessary to successfully transition back to families and communities upon release.

Essential components of this goal are utilized to help build momentum toward shifting the focus from attainment of an HSE credential to improving job, life, and career opportunities for participants. Shifting to a career culture, three other components have been utilized: contextualized instruction, individual life and career plans, and onboarding. The new reentry model provides citizens returning from incarceration and their families a comprehensive, community and relationship-based approach to reentry that begins in prerelease and follows through with long-term support. These programs engage and bring together incarcerated individuals, volunteers, community organizations, and others, to establish a support system that can create better outcomes. Students can leave the program with life goals, a career plan, self-confidence and more support, lowering the probability of returning to a correctional setting.

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.**

NMCD would benefit from further technical assistance formalizing partnerships with the local workforce Boards and ongoing, relevant professional development geared toward correctional education for instructional staff.

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.

\$0

3. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

5. Please indicate FY 2022-2023 hours contributed – Board of Directors (Organizational Development)

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

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

N/A

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

N/A

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

N/A

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
State operated facilities: 20,346 square feet of space utilized for AE program services	N/A	N/A
Privately operated facilities: 17,017 square feet of space utilized for AE program services.	N/A	N/A

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Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2022-2023.

Source	Amount
NONE	

B. Program Income Activities

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

NONE

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
None	