

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Annual Program Report Cover Page

Program Name:	<b>Adult Education</b>	
Institution or Organization:	<b>Eastern New Mexico University-Roswell</b>	
Address:	<b>52 University Blvd</b>	
City:	<b>Roswell</b>	
County:	<b>Chaves</b>	
Zip:	<b>88201</b>	
Main Phone:	<b>575-624-7271</b>	
Website:	<b><a href="https://www.roswell.enmu.edu">https://www.roswell.enmu.edu</a></b>	
Social Media:	<a href="https://linktr.ee/roswelladulted">https://linktr.ee/roswelladulted</a> <a href="https://www.instagram.com/enmuroswellae/">https://www.instagram.com/enmuroswellae/</a> <a href="https://www.facebook.com/profile.php?id=100085083282201">https://www.facebook.com/profile.php?id=100085083282201</a>	
Workforce Region(s) Served:	<b>Eastern Area Workforce Region</b>	
New Mexico Counties Served:	<b>Chaves and Roosevelt</b>	
Submission Date:	<b>09/01/2023</b>	
Program Director, Manager, or Coordinator Name and Title:	<b>Matthew Rincon, ENMU-Roswell Adult Education Director</b>	
Contact Information:	Phone(s):	<b>575-624-7442</b>
	Email:	<b>Matthew.Rincon@roswell.enmu.edu</b>
Alternate Contact Name and Title:	<b>David Castro, ENMU-Roswell Adult Education Assistant Director</b>	
Contact Information:	Phone(s):	<b>575-624-7260</b>
	Email:	<b>David.Castro@roswell.enmu.edu</b>



Signature of the Chief Executive Officer or Designee

Dr. Shawn Powell- President of ENMU-Roswell

Typed Name and Title:



DATE

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Section I. Program Narrative Report

- 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.**

We are located in Chaves County within the southeast quadrant of the state. This includes the county valley areas of Dexter, Hagerman, Lake Arthur and Midway. We also serve part of Roosevelt County including the Portales area. According to the U.S. Census Bureau, the county has a total area of 6,075 square miles. This designates some of the areas we serve as remote or rural. Chaves county is the fourth-largest county in New Mexico by area.

The main hub of the ENMU-Roswell Adult Education program is housed on the Eastern New Mexico University Roswell Campus on the second floor of the College Services Center.

The services that we provide under the Adult Education (AE) and Family Literacy Act (Title II of WIOA) include the following. We offer continuing education to adults fostering understanding and learning through diverse courses, participation aligned with university events, and job opportunity engagement. Our services are provided free of charge and serve ages 16 years and older. This year we served 844 students, 272 were non-NRS participates, and 572 were NRS-participants. The population served varies in its diversity with the program serving a multitude of ethnic groups, the larger ethnic group belonging to Hispanic and White.

Our program provides free education, and our students have access to a customized training program (Center for Workforce and Community Development) with availability to businesses and industries. The New Mexico Workforce Connections office has been relocated to the ENMU-Roswell campus. This has been advantageous as it helps with co-enrolling students and ensuring students are immersed in a multitude of support services.

The Roswell AE Program provides services provided under WIOA Title II in the following categories:

- Classes to earn a high school equivalency credential
- Literacy activities to strengthen basic academic skills
- Strengthening workplace readiness in Adult Education and literacy activities
- Family literacy and technology activities
- English language acquisition activities
- Integrated English literacy and civics activities
- Workplace preparation to enter career pathways
- Integrated Education and Training (IET) in, Certified Nursing Assistant, Emergency Medical Services, and Entrepreneurship. We have additional requests to add Occupational Therapy Assistant to our current IET offerings and plan to meet this request using available TANF funding.

The Eastern New Mexico University Roswell Campus is a Hispanic Serving Institution, this is reflected clearly-in our Adult Education enrollment data. Of the 572 NRS eligible students enrolled, 73% were of Hispanic Origin. FY 22-23 data demonstrated that we served more female students than males as exhibited in NRS table 2; 247 female students enrolled as compared to 176 male students.

## New Mexico Adult Education Local Program Annual Report 2022-2023

- 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.**

The ENMU-Roswell Adult Education program made important changes in staffing and in meeting hiring goals. Several staff members left or retired, which left the program short staffed. It's also been difficult to obtain adequate levels of student workers. Typically, we have upwards of up to 15 student workers, currently we reside at 2. As a result of instructor shortages, classes had to be rearranged to ensure adequate services were available to students. Classes at the Family Literacy Program at Parkview Elementary are temporarily on hold due to the instructor moving out of state. Classes for this location are projected to resume once a qualified ESL instructor is hired.

One other significant change occurred within our New Mexico Youth Challenge Academy classes. Classes were offered from 8 am to 5 pm, during cycle 44 (Spring 2023) in which we enrolled 56 cadets. Of the 56 cadets 49 cadets completed the program. For cycle 45 (Fall 2023) we enrolled 52 cadets, and currently have 44 cadets remaining in the program. We are only teaching these cadets from 8 am to 1 pm due to the small enrollment numbers, which is a first.

Recently, staffing challenges have improved some; however, instructor shortages continue to be a problem. We continue to advertise for additional instructors to teach High School Equivalency, English as a Second Language and particularly for our New Mexico Youth Challenge High School Equivalency preparation classes. During FY 22-23 we lost three instructors and 1 full-time employee. As of June 19th, 2023 we have hired a new Data Technician. As of August 8th, 2022, we have hired a new Program Coordinator.

Significant strides in expanding our enrollment goals have been met. When comparing FY 21-22 enrollment data to FY 22-23 we have seen an increase of 400 students. We have created an Adult Education Facebook page and an Instagram page which are updated almost weekly to serve as a medium for advertising.

As the Director of the Adult Education Program at ENMU-Roswell, one immediate goal of mine is to monitor our programs performance indicators bi-weekly to ensure we are on track to meet OCTAE Negotiated Levels of Performance for PY 2023-2024. If bi-weekly monitoring indicates that we are not on track to meet targets, an action plan will be developed to remediate program performance concerns early on. My goal is to exceed the indicators as listed below by the end of the 23-24 FY. Exceeding these indicators also supports the ENMU-Roswell Strategic Goal #1 "Student Success". Objective 1.3 is to Enhance Services and processes that Promote Student Engagement and Completion. Measurements in credential attainments at or above 25% directly tie to student completion.

- Employment (Second Quarter After Exit): 24%
- Employment (Fourth Quarter After Exit): 25%
- Median Earnings (Second Quarter After Exit): \$3,750.00
- Measurable Skill Gains: 33.5%
- Credential Attainment Rate: 25%

Additionally, I plan to continue the support of program staff while maintaining the best overall decisions for the program as a whole and in fostering student success. This includes broadening the accessibility of professional development opportunities for Adjunct Instructors to include additional participation in COABE conferences, NMAEA Conferences, Teacher's Institutes, and the multitude of other Professional Development opportunities offered by Propel and the New Mexico Adult Education Association. I will also continue my work on the state professional development

## New Mexico Adult Education Local Program Annual Report 2022-2023

committee to help shape the PD system for all Adult Education Practitioners. The influx in attendance of these PD opportunities can be measured in our next Annual Report which lists all Professional Development activities attended.

Improvements in student management will be measured by positive gains in student post testing rates (Above 50%), HSE Completion, and measurable skill gain percentage rates. This also aligns with ENMU-Roswell Strategic Goal #3, Objective 3.2 which is to Support Employee Growth.

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?**

Our program has continued to respond to the student's needs in respect to in-person classes and hybrid or distant learning. AE students have access to our computer lab that has been furnished with brand new computers and is open three days per week from 7:30 am to 8:00 pm. We also have chrome books that students can check out if needed. We have implemented Burlington English as part of the ESL classroom offerings which has allowed ESL students to participate in asynchronous instruction if needed.

We have continued the availability of hybrid classes because it allows for more flexible scheduling for students. Also, hybrid classrooms can be adapted to a flipped classroom teaching strategy. We utilize Essential Education, Burlington English and Google Classroom for our distance education options. We currently have Learning Upgrade as an option for distance learning but will be phasing out this program once our program licenses expire. We have experienced a greater level of student interest in using Essential Education. For the 2023-2024 program year we plan to implement the Kaplan Learning System powered by Aztec for both in class and self-paced learning.

One way we have helped in closing the digital equity gap is by partnering with a local on campus initiative, Project C-3PO. With the help of the ENMU-Roswell campus and the C-3PO grant, we further assessed community need for digital literacy including Adult Education Students. We have now begun deploying hotspots to provide students and families with access to reliable internet service as well as laptop computers. We are addressing student basic needs insecurity as identified in a recent Real College Survey. We opened an ENMU-Roswell Food Pantry in the late fall of 2022 that is open to Adult Education students. All these efforts have proven to be successful in allowing additional services to our AE students whom are treated as college students at our campus.

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 Roswell AE program has formal MOUs with the following agencies:

- Roswell Job Corps- Provides on-the-job training and skills needed to succeed in today's workforce for young adults. Roswell Job Corps Center offers career vocational training. A new MOU was formalized with Roswell Job Corps in August of 2022.
- New Mexico National Guard Youth Challenge Academy- Cadets work towards earning an HSE credential and are eligible to receive college credits in a vocational training program

## New Mexico Adult Education Local Program Annual Report 2022-2023

provided by Eastern New Mexico University-Roswell Adult Education. Two student cohorts are served each academic year, averaging from 50-100 students per cohort.

- Eastern Area Workforce Development Board- Job matching, education, training, support, and other workforce development services are sought out for co-enrolled students. We have partnered to offer an Entrepreneurial Skills and Training program in which students are co-enrolled in the Adult Education Program and WIOA Youth Program. This unique collaboration offers students pay-for-completion incentives and emulates a workplace environment. An updated MOU with the Eastern Area Workforce Development Board was signed in June of 2022.
- Chaves County Comprehensive Strategy Board—This is a multi-agency board composed of local associations that convene monthly to address the disproportionate representation of minority youth within the Chaves County Juvenile Justice System. Participation in this board has continued with monthly agency meetings.

The Roswell AE program has informal agreements with the following:

- ENMU-Roswell Campus System
- Literacy Coalition of The Permian Basin
- Roswell Independent School District/Parkview Elementary School Early Literacy Center- Parents are offered classes in High School Equivalency preparation as well as English as a Second Language. Currently, a formal MOU between our agencies is being devised.
- CASA-Court Appointed Special Advocates- Concurrent enrollment of students between agencies as well as coordination between Juvenile Probation officers helps to keep students on track for completion.
- Grace Community Church- ESL classes are offered at this location on Wednesdays and Sundays. Childcare is provided by the church.
- Wings for Life- Joint collaboration between AE and Wings for Life allow for easy referrals to and from programs.
- Assurance Home of Roswell- Referrals between Assurance Home and Adult Education remains strong for eligible students
- Church on the Move- ESL classes are offered at this location throughout the week.
- Roswell Literacy Council- AE works collaboratively with the Roswell Literacy Council to provide tutoring services for New Mexico Youth Challenge cadets.
- Roosevelt County Detentions Center- High School Equivalency preparation classes are offered to justice involved individuals.
- Portales Chamber of Commerce- Both High School Equivalency and ESL classes are offered at this location.
- TRIO Programs- We work closely with TRIO Programs to ensure the transition of students from Adult Education to College classes is seamless.

## New Mexico Adult Education Local Program Annual Report 2022-2023

### Section II. Core Indicators of Performance 2022-2023

- Number of NRS participants in PY 2022-2023 (Table 4, last row of column B) - **572**
- Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) - **272**
- Post-testing rate (Table 4B, last row of column B to number of NRS participants) - **51%**

<b>Performance Measure</b>	<b>Negotiated Level of Performance Program Year 2022-2023</b>	<b>Program Performance 2022-2023</b>
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	37.65%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	100%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	44.04%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	47.87%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$3,675.65

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Section III. Evaluation of Program Effectiveness

- 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.**

When comparing our NRS and Non-NRS participants, our retention rate for FY 22-23 culminated at 47.5%. Although this percentage does indicate a decline from last fiscal year, an increase of 110 NRS and Non-NRS participants were served this year (FY 22-23). When comparing program level historical trends in retention over the past five years, FY 22-23 had the second highest retention rate. The addition of a Career Navigator will help to provide more robust student advising which is expected to help reciprocate this latest trend in retention for next FY.

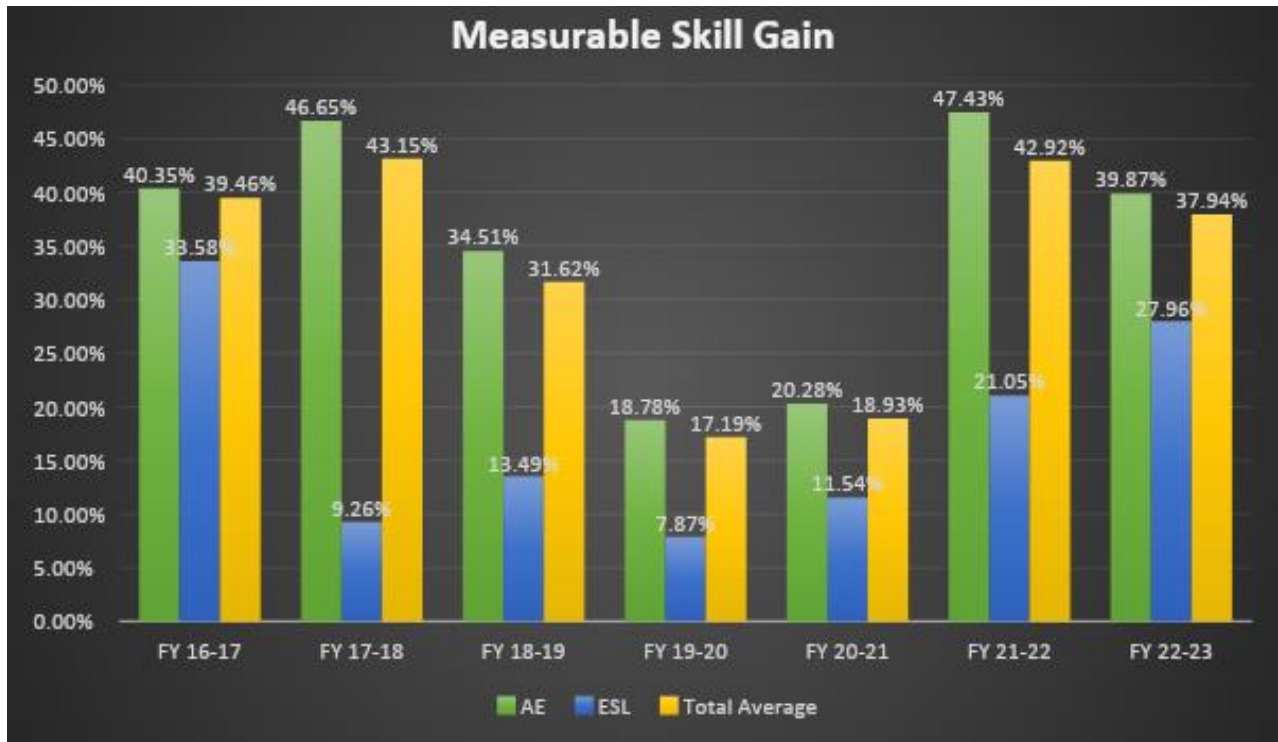
- 2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below 50%, required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.**

Our Post Testing rate for FY 22-23 ended at 51% which is 1% above the required rate. Increased awareness and efforts to continually conduct post testing throughout the next fiscal year are in place. Lists of eligible students will be pulled from LACES bi-weekly to ensure every eligible student is post tested in a timely manner. Increased flexibility in post testing days and times have also made to ensure that schedule availability is not a barrier to students.

- 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.**

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Measurable Skill Gain: (Table 4)



- **In FY 22-23** our Percentage of Achieving Measurable Skill Gain for AE was 39.87% and our ESL total was 27.96%. Total program Measurable Skill Gain was **37.94%**. These percentages indicate a slight decline from last year, however overall student enrollment has increased. A decrease in available instructors, as well as a need to posttest more frequently are believed to be the reasons for the slight decline. One notable trend is an increase in MSG with our ESL population. During the 22-23 fiscal year we implemented the use of Burlington English for in class and supplementary remote instruction.

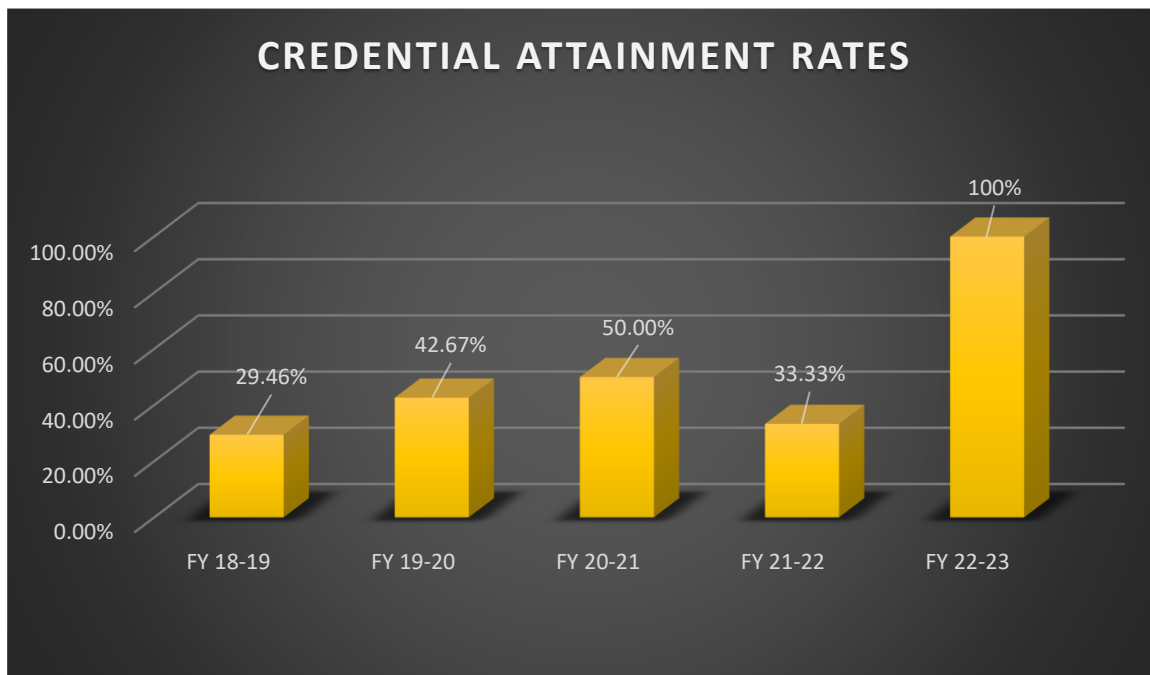
For reference provided is data from previous years:

- In FY 16-17 our Percentage of Achieving Measurable Skill Gain for AE was 40.35% and our ESL total was 33.58%. Total program Measurable Skill Gain totaled **39.46%**.
- In FY 17-18 our Percentage of Achieving Measurable Skill Gain for AE was 46.65% and our ESL total was 9.26%. Total program Measurable Skill Gain totaled **43.15%**.
- In FY 18-19 our Percentage of Achieving Measurable Skill Gain for AE was 34.51% and our ESL total was 13.49%. Total program Measurable Skill Gain totaled **31.62%**.
- In FY 19-20 our Percentage of Achieving Measurable Skill Gain for AE was 18.78% and our ESL total was 7.87%. Total program Measurable Skill Gain totaled **17.19%**.
- In FY 20-21 our Percentage of Achieving Measurable Skill Gain for AE was 20.28% and our ESL total was 11.54%. Total program Measurable Skill Gain totaled **18.93%**.
- In FY 21-22 our Percentage of Achieving Measurable Skill Gain for AE was 47.43% and our ESL total was 21.05%. Total program Measurable Skill Gain totaled **42.92%**.



# New Mexico Adult Education Local Program Annual Report 2022-2023

## Credential Attainment Rate: (Table 5, Column D)



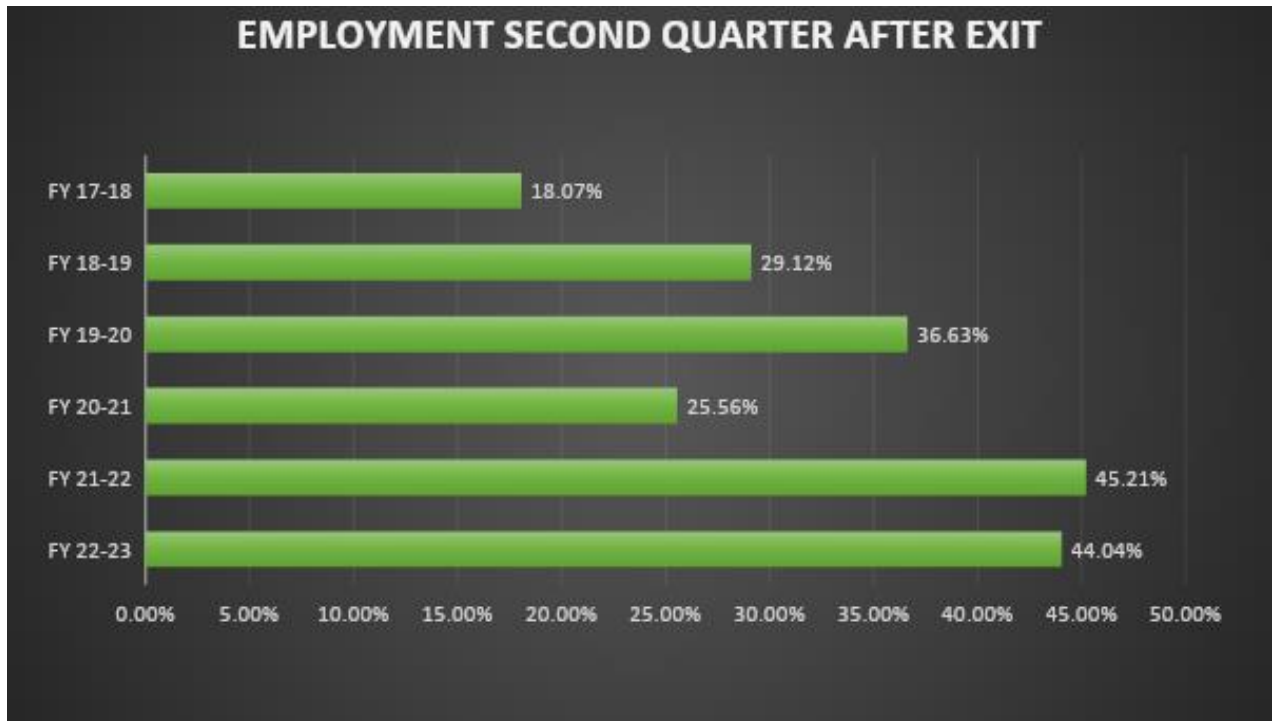
- **In FY 22-23** our Percentage of Participants Achieving any Credential was **100%**. Research is being conducted to pinpoint the reasons for this increase.

For reference provided is data from previous years:

- In FY 16-17 this data was not available.
- In FY 17-18 this data was not available.
- In FY 18-19 our Percentage of Participants Achieving any Credential was **29.46%**.
- In FY 19-20 our Percentage of Participants Achieving any Credential was **42.67%**.
- In FY 20-21 our Percentage of Participants Achieving any Credential was **50.00%**.
- In FY 21-22 our Percentage of Participants Achieving any Credential was **33.33%**

## New Mexico Adult Education Local Program Annual Report 2022-2023

### Employment Second Quarter After Exit: (Table 5, Column D)



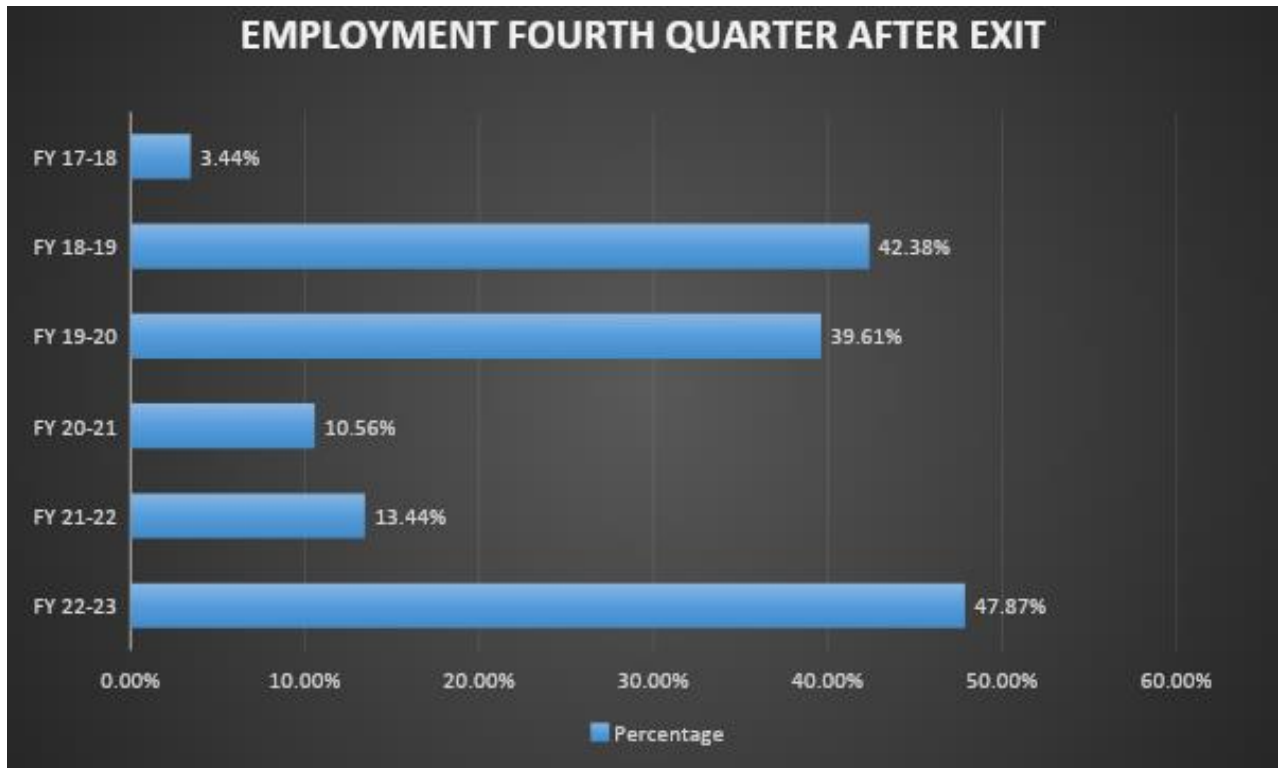
- **In FY 22-23** the Percentage of Participants Achieving Employment Second Quarter after Exit is **44.04%**, which is 21.04% above the OCTAE negotiated target of 23.0%.

For reference provided is data from previous years:

- In FY 16-17 the Percentage of Participants Achieving Employment Second Quarter after Exit was Not Available.
- In FY 17-18 the Percentage of Participants Achieving Employment Second Quarter after Exit was **18.07%**.
- In FY 18-19 the Percentage of Participants Achieving Employment Second Quarter after Exit was **29.12%**.
- In FY 19-20 the Percentage of Participants Achieving Employment Second Quarter after Exit was **36.63%**.
- In FY 20-21 the Percentage of Participants Achieving Employment Second Quarter after Exit was **25.56%**.
- In FY 21-22 the Percentage of Participants Achieving Employment Second Quarter after Exit was **45.21%**.

## New Mexico Adult Education Local Program Annual Report 2022-2023

### Employment Fourth Quarter After Exit: (Table 5, Column D)



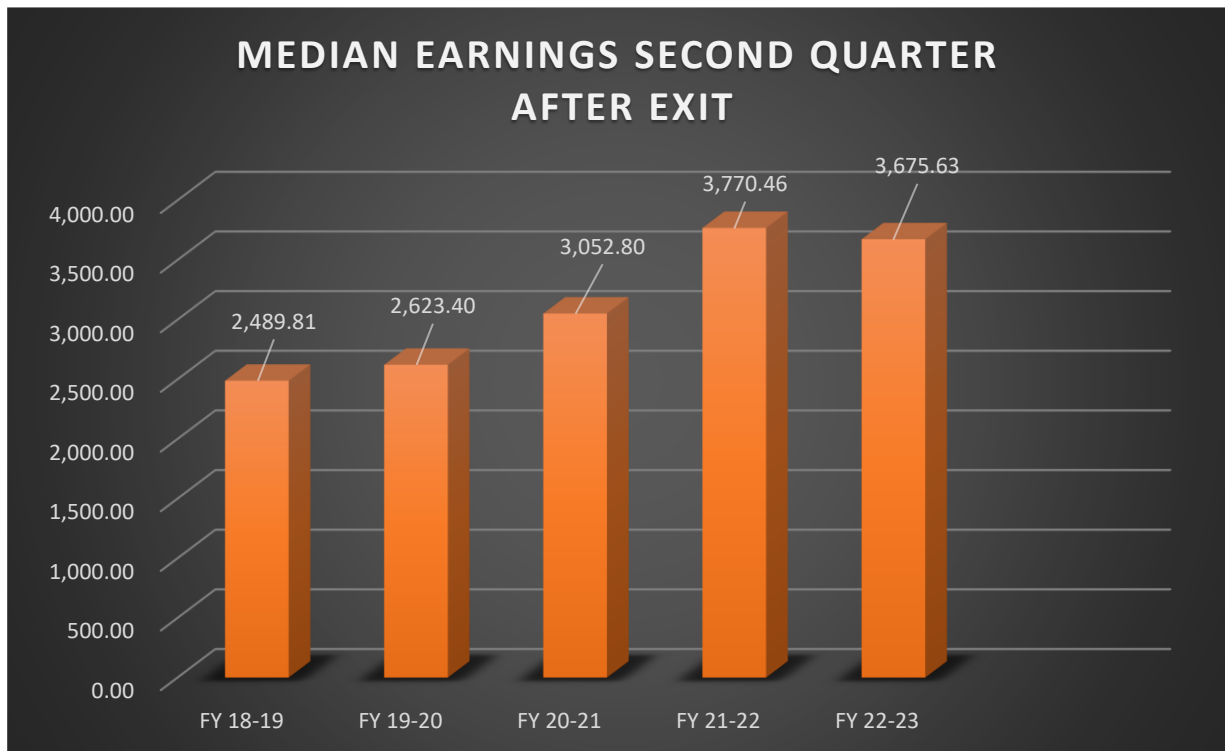
- **In FY 22-23** the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **47.87%**. This is 23.87% above the OCTAE negotiated target of 24.0% and exhibits a 34.43% increase from last FY. We believe this is attributed to additional survey data calls to students without social security numbers which are not captured by state level data matches.

For reference provided is data from previous years:

- In FY 16-17 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was Not Available
- In FY 17-18 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **3.44%**.
- In FY 18-19 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **42.38%**.
- In FY 19-20 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **39.61%**.
- In FY 20-21 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **10.56%**.
- In FY 21-22 the Percentage of Participants Achieving Employment Fourth Quarter after Exit was **13.44%**

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Median Earning Second Quarter After Exit: (Table 5, Column C)



- **In FY 22-23** the Median Earnings Second Quarter After Exit was **\$3,675.63**. This is \$24.37 below the OCTAE negotiated target of \$3,700.00.

For reference provided is data from previous years:

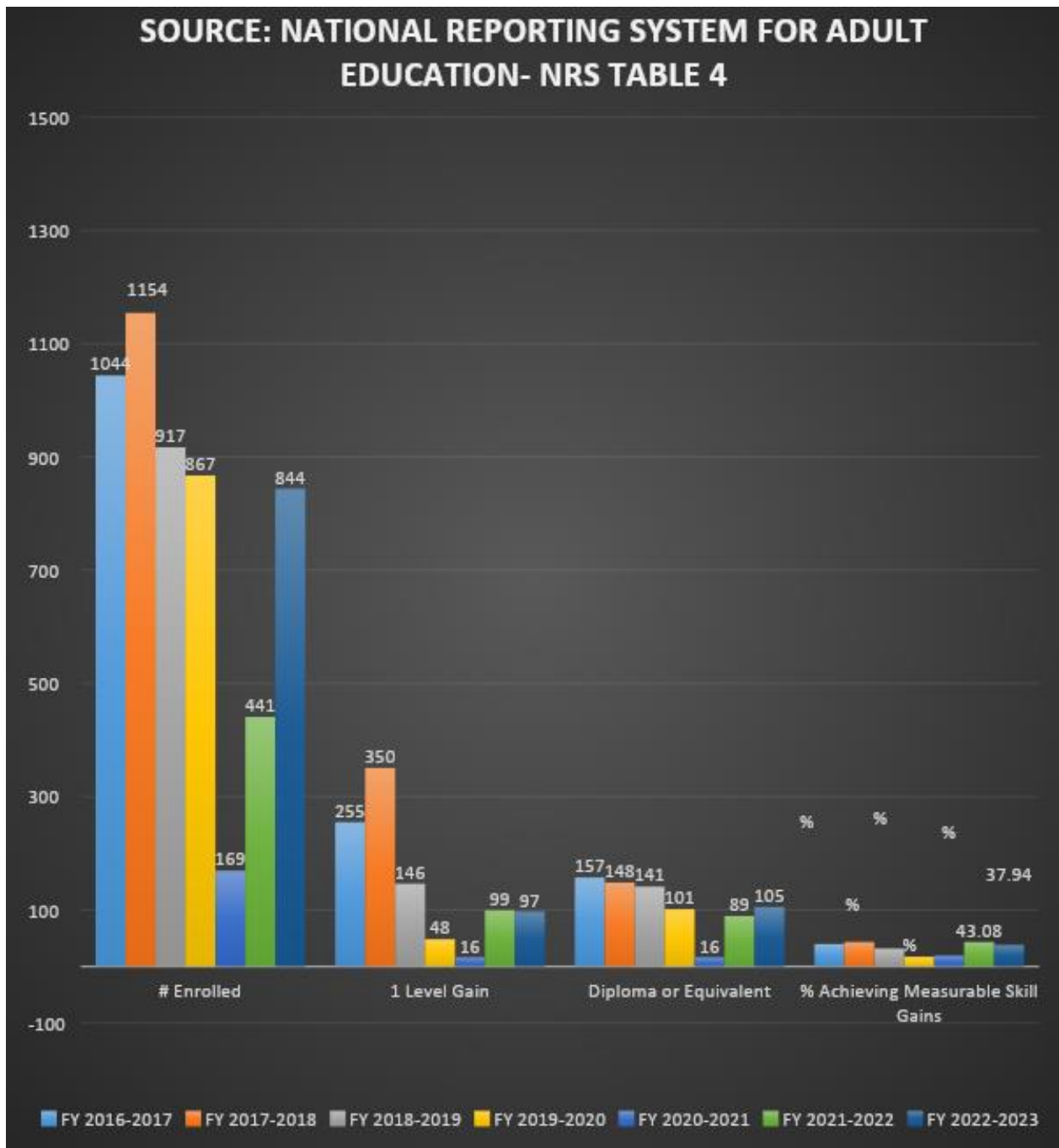
- In FY 16-17 the Median Earnings Second Quarter after Exit was Not Available.
- In FY 17-18 the Median Earnings Second Quarter after Exit was \$2,073.81.
- In FY 18-19 the Median Earnings Second Quarter after Exit was \$2,489.81.
- In FY 19-20 the Median Earnings Second Quarter after Exit was \$2,623.40.
- In FY 20-21 the Median Earnings Second Quarter after Exit was \$3,052.80.
- In FY 21-22 the Median Earnings Second Quarter after Exit was \$3,770.46.

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

The only target in which our program failed to meet our target is with Median Earnings Second Quarter After Exit. The Negotiated Level of Performance for program year 22-23 is \$3,700. Our Program performance resided at \$3,675.63, which is \$24.37 below the negotiated OCTAE target. Our program plans to meet with our State High School Equivalency and Data Administrator to delineate specific factors that contribute to this figure and how we might improve performance in this area for FY 23-24.

## New Mexico Adult Education Local Program Annual Report 2022-2023

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.)



One significant trend in our data suggests strong gains in enrollment. We served 844 students in FY 23-24 which is close to pre COVID-19 pandemic levels of attendance. When evaluating our retention rates for FY 23-24 (Table 2A- 272 to Total NRS Participants 572) we exhibited a 47.5% retention rate. Lastly, HSE completion rates have increased over the last three years. We have been recognized as one of the top 5 programs in the state regarding HSE completion in the past two years.

## New Mexico Adult Education Local Program Annual Report 2022-2023

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.

Strategies that I intend on using in the next coming year to promote continuous improvement include:

- Bi-Weekly Post TABE Reporting- We intend on pulling a list of post-test eligible students bi-weekly from LACES as soon as attendance is entered and most up to date. This will aid in facilitating post testing early on, once a student becomes eligible. We conduct student orientation at least twice per month and intend on focusing additional resources towards post testing students during the weeks that off set orientation.
- One measure that we will begin evaluating is individual class performance. This will help us in further identifying if additional support is needed within a classroom or if a particular class continues to perform below standards.
- By analyzing student demographic data, we will be able to better align services towards our main student population to ensure we are best positioned to meet student needs.
- We have begun using “Who’s Next” software as a means of tracking student attendance, visits, and referrals to and from our program. Student participation and progress notes can be taken and stored within this program which has made it easier with advising students.

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Section IV. WIOA Partner Activities, Career Services, 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	844	\$23,044	\$13.62
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	844	\$5,400	\$7.51
Referrals to and coordination of activities with other programs and services.	Career Service	844	\$0.00 All done through Admin Staff which are paid from State funding.	\$0.00 All done through Admin Staff which are paid from State funding.
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	844	\$274.50	\$1.17
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	844	\$365.94	\$0.43
<b>Total:</b>			\$29,044.44*	
Integrated Education and Training (IET) programs	Training Service	58	\$14,454.00	\$249.20

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

## **New Mexico Adult Education Local Program Annual Report 2022-2023**

### **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 partnership with The Eastern Area Workforce Development Board (EAWDB) the ENMU-Roswell Adult Education program and our local Workforce Connection office continue co-enrollment practices for students and braided funding. We have continued to offer an Entrepreneurial Skills Training Program that primarily targets students ages 16 through 24 seeking to complete their high school diploma, develop the skills to run a business, and be more valuable to an employer.

Participants of this program are co-enrolled with the New Mexico Workforce Connections to build a stronger, coherent system and to leverage the services of both programs for the betterment of local students. Students complete micro badges, completing skills development in the following:

- The basics of starting and operating a small business
- Budgeting
- Workplace ethics
- Taking initiative
- Communication
- Marketing oneself
- Learn critical and strategic thinking efficiency
- Resilience
- Time management skills
- Teambuilding

This program is unique in that it pays students an hourly wage to attend class. Workforce funding has been used towards developing entrepreneurial skills and student payments as well as HSE completion incentives while AE funding has been used to provide HSE preparation. It has been increasingly successful in each cohort, with many students completing their HSE and some entering college.

One of the challenges that we have experienced is with adults 25 years of age and older. These students are HSE seeking and interested in participating the Entrepreneurial program, however, they cannot attend due to age limit restrictions with Workforce Youth Program. For this population, we still encourage them to enroll with the Workforce Connection to receive other available adult services that they provide.



## New Mexico Adult Education Local Program Annual Report 2022-2023

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?

Our program aligned to the 22-23 Local Area Plan AEL Activities by continuing to provide our services to the community. We offer HSE (English and Spanish), ESL, and Civics classes at multiple sites and various times. This ensures any student enrolling into our program has the opportunity to develop literacy, numeracy, digital literacy, and workplace readiness skills. Students set clear goals before starting classes that can include earning a High School Equivalency Credential, enter or retain employment, and increase involvement in children's education among others. Our program and the local Workforce Connection office often collaborate to meet the needs of at-risk individuals to provide supportive services. These can include transportation, educational needs, official HSE exam fees, emergency housing assistance, access to the ENMU-Roswell food pantry, and access to technology such as Chromebooks and/or hotspots.

The close proximity and relationship with partners such as the local Workforce Connection (relocated to the ENMU-Roswell Campus in May, 2022) and the local testing center has worked to our advantage as we have established strong communication channels to provide our students with referrals or exact exam dates. Additionally, Workforce Connection has been able to offer incentives to eligible students for reaching specific milestones such as obtaining a measurable skill gain on the TABE assessment and/or earning a High School Equivalency Credential.

Our biggest challenges despite having strong communication with these offices are keeping up with a student's status after referring to Workforce Connection and long waiting periods between HSE exam dates from our testing center.

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Section V. Career Pathways Activities

- 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.**

Initially, all students are exposed to career planning and advising during the on-boarding process. During new student orientation, information about career and post-secondary opportunities are presented and students begin identifying career interests. Additionally, ENMU-Roswell developed a career interest profiler specifically for certificate and degree programs offered at the ENMU-Roswell campus. Intentional follow-up advising sessions are held frequently with students on an individual level to ensure they remain on track with completing their goals.

Upon HSE Completion, students are provided a list of available scholarships including the ENMU-Roswell skills and technical scholarship which is only open to students who complete an HSE Credential; And additional discussions are held to ensure they are well connected with partners such as Workforce Connections, TRIO, ENMU-Roswell academic advisors for those interested in post-secondary enrollment or employment.

A few of our partner programs have career planning and advising structurally built-in as well.

- New Mexico National Guard Youth ChalleNge Academy (NMYCA)
- ENMU-Roswell Nursing Assistant
- ENMU-Roswell Emergency Medical Services

- 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:**

Yes, our program offered IET Programs Please see (Appendix: IET Programs) at the end of this document.

- 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.**

Additional requests for an IET program from the Division of Health have been made; specifically, for ENMU-Roswell's Occupational Therapy Assistant program. Currently we do not have the staff to support an added IET program in Occupational Therapy. We are working with Human Resources to complete a new job description for this position and will soon advertise it. The addition of this position has now been made available due to added TANF funding.

# New Mexico Adult Education Local Program Annual Report 2022-2023

## 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.**

During orientation a presentation is provided that explains the educational program, discusses college life, learning styles, remedies to transportation barriers, availability of childcare assistance, and a multitude of partner agency services. Students take a tour of the campus and are given a lunch bag from the ENMU-Roswell food pantry. After completing 12 hours in our program, students are also provided an ENMU-Roswell campus ID along with a parking sticker for their vehicle.

Once the presentation and tour are concluded students begin their pre-test (TABE & CLAS-E). The results of these pre-tests are used during individual student evaluations to select a class schedule or virtual program of study. We find that this process is critical to establish trust and rapport with our new students.

Our onboarding process consists of a three-week Orientation cycle:

- Week 1 – English Orientation
  - 2-day process
    - Day 1 - Intake paperwork, Presentation, and Locator
    - Day 2 - TABE Test
- Week 2 – Spanish Orientation
  - 1-Day Process
    - Intake paperwork, presentation, and Best Plus 2.0/TABE CLAS-E\* (Locator included)
- Week 3 – Student Evaluation & Advising

\*We switched the pre-assessment used for ESL students from the Best Plus 2.0 exam to the TABE CLAS-E assessment starting in April of 2023.

### **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.**

Due to the open enrollment nature of our program, we promote frequency of instruction by designing our class schedules with the greatest amount of flexibility; ensuring student access across all of our sites. Our program is open from 7:30 am to 8 pm on Monday, Tuesday, and Thursday; and from 7:30 am to 5:30 pm on Wednesday. Additionally, we are open on Friday from 8 am to 12 pm. We also offer instruction on Sunday and Wednesday at Grace Community Church from 6 pm to 7:30 pm. Aside from face-to-face instruction, we offer online classes/programs in multiple locations in our service area at various hours for both ESL and HSE populations. Our computer lab is available to all students during office hours and our practice of open enrollment also allows students to readily enroll in our program without delay; Fundamentally, this helps in student retention. Adequate intensity is promoted by setting student learning expectations during onboarding (student evaluations) and routine follow-ups.

## New Mexico Adult Education Local Program Annual Report 2022-2023

- 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.**

We have continued implementing the use of technology in classrooms to support student success and addressing learning barriers. Promoting both hybrid classroom environments as well as options for asynchronous learning activities that instructors can remotely track and monitor. Additionally modern Smartphone accessibility allows learners to “binge learn” outside of class with innovative teaching videos, rigorous practice, and audio-visual help.

ENMU-Roswell’s C-3PO grant has provided our students with tools such as Chromebooks, laptops, and hotspots to close the Digital equity divide and provide additional digital literacy access both in and out of the classroom

A Wrap-around service provided by the ENMU-Roswell Campus that has been instrumental in addressing increased student mental and behavioral needs, is the Behavioral Intervention Team (BIT). This service provides caring, preventive, and early intervention with individuals whose behaviors are disruptive or concerning.

- 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.**

We align instruction to both CCR and ELP standards by advising instructors to research the federal resources for serving Adult/English learners on the NM Public Education Department, Propel, and OCTAE to find curricula and activities for our program. We want to ensure that all students have access to a high-quality education. For that reason, the OCTAE website is often reviewed for CCR and ELP standards. Guided training on further implementing and effectively using these standards when developing class curricula could be beneficial for instructors. We refer to the [Propel website](#) for review of CCR and ELP standards.

## New Mexico Adult Education Local Program Annual Report 2022-2023

- 5. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.**

As the AE Program Director, the multi-level frameworks of program design, curriculum development, and staff training continue to function under the uniform standards set by Adult Education. The curriculum is set by program design and is routinely evaluated for improvement, changes, or updates. While innovation and improved efficacy is always the goal for the frameworks, the in-depth focus is moving forward with targeted staff training through a multitude of training opportunities. My particular focus for this framework is to support staff as they are many times the first point of contact with students and directly impact student retention and educational experience. Research in andragogy, specifically that of Malcom Knowles continues to be a topic of interest in developing theoretical frameworks. When developing curriculum and lesson plans students are most likely to retain what they've learned if the topic or technique is relatable and pulls from direct experience and past knowledge. This is made abundantly clear during internal professional development staff meetings in which curriculum design methods and resources derived from COABE, NMAEA, and other sources are shared. It's important to incorporate a mix of program design strategies as well as leadership strategies to devise a system that works. Personally, my philosophy is predicated in maintaining a firm, fair, and friendly stance. The rewarding piece has been witnessing creativity among staff and fostering an environment conducive to the development of an empowered and knowledgeable team. Having a team of this nature directly translates to student success.

# New Mexico Adult Education Local Program Annual Report 2022-2023

## VII. Integrated English Language and Civics Education (IELCE) Activities

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B):

104\*

\*Please note: As of August, according to NRS Table 3 there were 104 participants. When searched in LACES under the key word “IELCE,” 132 are reflected.

2. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)

- |   |            |
|---|------------|
| • Achieved Citizenship Skills                 | <u>75%</u> |
| • Voted or Registered to Vote                 | <u>0%</u>  |
| • Increased Involvement in Community Activity | <u>0%</u>  |

Although the “Voted or Registered to Vote” and “Increased Involvement in Community Activity” display 0%, this is believed to be a recording issue, added attention to correct this issue will be provided for next fiscal year.

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.

Our program offers instruction that provides English language acquisition, literacy, civic preparation, and workforce related content. Students are placed in classes according to their pre-test level (Best Plus 2.0/TABE CLAS-E). Classes are structured to provide appropriate levels of instruction that include customized curriculum. This includes college and career readiness with help of the online program, Burlington English. Job readiness is met by using the books/curriculum “Conversations for Work” by Angela O’Dell and the “Downtown English for Work and Life” series by Edward J. McBride.

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.

Our Program is progressing towards preparing and placing IELCE participants in unsubsidized employment within local job market industries by using contextualized English language instruction to target job specific skills and language proficiency. These marketable skills aid in obtaining economic self-sufficiency.

Challenges faced include separating class populations according to students’ English acquisition level (Beginning, intermediate, Advanced) and tracking performance results. Previously, students of all levels were congregating in both beginning and intermediate classes. This made us weary of potential decreases in student retention by those who may have been intimidated by higher level classmates. We learned to overcome this by separating the class populations at time of program entry by adapting our student service approach.

## **New Mexico Adult Education Local Program Annual Report 2022-2023**

- 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.**

The open enrollment nature of our program allows us to serve more students consistently throughout the program year and thanks to a three-year career pathways initiative, posters outlining common career pathways for the adult learner were designed. This helps us provide a visual step-by-step career path, during our routine follow-ups with students. Another key component is our strong relationship and close proximity with the local Workforce Solutions Program and the ENMU-Roswell Campus, which have strong ties with local employers and their workforce needs. We strive to continue building these relationships by further implementing their student referral programs such as MyHub. This will help close any remaining gaps between our program staff, students, and Workforce career coaches.

- 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.**

Although our Adult Education and local Workforce Solutions have a strong partnership, communication is still a concern. The complete integration of MyHub student referral program for FY 23-24 will help to remediate these types of communication issues. An additional challenge occurred within FY 22-23 with access to adequate funding for our Entrepreneurial Youth program. Traditionally, funds are provided from the Eastern Area Workforce Development Board, however, one class cohort had to be canceled due to lack of funding, this has since been corrected.

# New Mexico Adult Education Local Program Annual Report 2022-2023

## VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:

8

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.

Program goals and activities for serving institutionalized individuals include the following:

- Increase the number of NRS participants served within the Roosevelt Detentions center.
  - Maintain a positive working relationship with the Roosevelt County Detentions staff and administration by increasing communication and outlining the future goals and direction of our partnership. We will solicit feedback on any suggested improvements.
  - Expand High School Equivalency offerings by eventually providing in-person instruction within the Roosevelt County Detention Center. Currently we are limited to synchronous virtual instruction.
  - Build and foster positive relationships with new Detention Center staff and Administration within Chaves County with the goal of eventually serving populations in this area once again.
  - Ensure all exiting inmates are aware of their nearest Adult Education program with the hope of continuing their education once released. Information packets with AE program information as well as nearby support services will be distributed.
  - We would like to offer official HSE testing within these detention facilities so that inmates have the ability to exit with a High School Equivalency Credential.
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.

I have met with the Ruidoso Adult Education Director to gain insight on how their successful IET/Corrections programs have developed. Additional sharing of best practices in this area will continue. One challenge we have encountered is finding the correct instructor to handle corrections populations as well as the manpower to facilitate additional activities under WIOA Section 225. Focused attention in regaining a working relationship with new leadership in the Chaves County Detentions Center will remain a priority.



# New Mexico Adult Education Local Program Annual Report 2022-2023

## 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.

\$29,044.44

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
231	\$18.00	\$4,158.00

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

Total hours contributed	Fair Market Value per Hour	Total
270	\$32.51	\$8,777.70

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

Total hours contributed	Fair Market Value per Hour	Total

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

\$200.00

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

\$2,000.00

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

\$15,000.00

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
Approximately 10,000	\$23.21 (Via Google Search for Roswell Area)	\$232,100.00

### Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

## New Mexico Adult Education Local Program Annual Report 2022-2023

### 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
Altrusa Int'l Foundation of Roswell, NM Inc.	\$1,500.00
Literacy Coalition of the Permian Basin, Sub Grant	\$5,000.00

#### B. Program Income Activities

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

\$0.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	N/A