New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report
Cover Page

Program Name:	**AE/HSE/ELA/CPI**
Institution or Organization:	**Mesalands Community College**
Address:	**911 South Tenth**
City:	**Tucumcari**
County:	**Quay**
Zip:	**88401**
Main Phone:	**(575) 461-6600**
Website:	**www.mesalands.edu**
Social Media:	
Workforce Region(s) Served:	**EAWDB (Eastern Area)**
New Mexico Counties Served:	**Quay, Union, Harding**
Submission Date:	**August 26, 2024**
Program Director, Manager, or Coordinator Name and Title:	**Dean Garcia, Program Director**
Contact Information:	Phone(s): **(575) 461-6624**
	Email: **deang@mesalands.edu**
Alternate Contact Name and Title:	**Dr. Allen Moss, President**
Contact Information:	Phone(s): **(575) 461-6608**
	Email: **allenm@mesalands.edu**

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Signature of the Chief Executive Officer or Designee   **DATE**

_____   8-26-24

Typed Name and Title: Dr. Allen Moss, President

Section I. Program Narrative Report

Directions: *Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions. Answers should be single-spaced.*

1. Describe your program briefly. Include the services you provide under WIOA Title II and the student population you serve. You may reference AEFLA allowable activities from WIOA Sec. 203 (https://wioaplans.ed.gov/node/37896.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

   The Adult Education (AE) program at Mesalands Community College has a rich history in the College and in our community. The program provides High School Equivalency (HSE), Literacy, Workforce Preparation, Career Pathways, and English Language Acquisition (ELA) instruction to community members and other students. Mesalands Community College is the sole provides for these services in Quay, Union, and Harding Counties in Northeastern New Mexico. The AE program maintains a commitment to recruiting, retaining, educating, and transitioning students to post-secondary education. The program offers instruction for people aged 16 and over who are in need of the listed services. The funds for our AE program are used for providing instruction to our students, and to keep current with teaching materials, computers and software.

   Our current student population consists of students located in Tucumcari, San Jon, Logan, and Clayton. A good majority of our HSE students fall in the 16-24 age range, while our ELA students are mostly people aged 30 and above. Our current key initiatives are to keep progressing with career pathways, developing an IET program for our certified nursing assistant program, and to implement our Leadership in Action (LIA) plan throughout the 2024-2025 school year.

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.

   Our program has not had any significant changes in staffing in the last year. We currently have 2 full-time staff members (Dean Garcia – Program Director and Kyeli Collins – Program Coordinator/Facilitator). Kyeli and I have both been in our roles for almost 4 years now and we continue to gain more knowledge in adult education and feel comfortable in our program. We did add 2 part-time ESL teachers last year when we re-started our ESL program. These teachers were valuable in helping us reach our goals in ESL. They both had prior ESL experience and made the re-start a smooth process.

   Our goal of making our program more than just a place to get your HSE credential has been successful over the last year. We incorporated career pathways concepts into our learning last year and saw our students become more career oriented. We talk to them during orientation about what careers interest them and we start a pathway to that career right from the beginning of their enrollment in our program. We have also had the help of our college faculty in regards to career pathways. We have our faculty talk to our students and let them know what is necessary to get into the career of their choosing. It is a benefit of our program to work at a close-knit community college where the faculty can help us reach our adult education students to think about post-secondary education and careers.

   Our program's goals remain to help our students become more productive members of society and to enrich their livelihoods. We strive to help our students in HSE attainment, literacy, career pathways, and English language learning. We noticed when we re-started our ESL program that that was an area where we needed to address that population in our community. Our ESL students have gained tremendous

confidence over the last year, and some of them have now started to work on their HSE credential with us. We also have a few ESL students that are now working to get into college classes and programs at Mesalands where they can enhance their career prospects. We are also going to continue working with our campus Workforce office to help our students have opportunities to obtain credentials and micro-credentials that can help them when entering the workforce or our academic programs.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

During the 2023-2024 program year, we had a good mix of in-person classes and hybrid and distance learning. We started using Essential Education software in May 2023 and we feel this really helped us with our hybrid and distance learning. We gained more students from other areas of our service area (mostly in Clayton) and they liked using Essential Education and it helped them improve their learning. We re-started our ESL program last year, and for now we are strictly in-person for ESL classes.

Over the last 2 or 3 years, our program has evolved a great deal in regards to hybrid and distance learning. Before the pandemic, we were strictly in-person, but now we are able and more comfortable in providing the hybrid and distance learning models. Using Google Classroom, Google Meet, Essential Education, etc. has helped us create a more well-rounded form of learning for our students.

For the 2024-2025 program year, we will continue using Essential Education, and now with our Burlington English licenses from the State, we can look at incorporating distance learning for our ESL program as well. A goal for our program this year is to see how we can use Burlington English to continue growing our ESL student population. We also want to see how we can offer our students in Clayton a better experience in regards to hybrid and distance learning. We have started to gain more students from that area, so we need to see what is going to work as far as the best way to handle the growing number of students from that area.

We want to continue working with the Propel team to get the latest training in regards to digital literacy, distance learning, and digital equity. I will be reaching out to the Propel team to help us during the 2024-2025 year to see how we can become more efficient in this area. Kyeli and I try to do what trainings we can that are offered through Propel so that we can continue to best serve our students in the best manner. We know we need to improve our digital equity, especially since we are in a remote area of the State where everyone might not have the best access to the internet and distance learning capabilities.

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.

Our program has an informal agreement with Mesalands Community College. Mesalands provides our program with 1,840 square footage of donated space, which houses our Educational Services Center. The only payment is the 5% indirect cost that comes from the Federal and TANF ABE funds that our program receives. Mesalands also provides the HSE Presidential Scholarship, which was created by the former President of Mesalands, Phillip O. Barry, Ph.D., to benefit the recipients of the High School Equivalency (HSE) through the Educational Services Center (ESC) at Mesalands who have a FAFSA on file in the financial aid office. The scholarship can be used to supplement Federal and State funding for up to 15

credit hours of tuition, fees, and required books for students who enter Mesalands the semester following completion of the high school equivalency test (HiSET).

We also have an informal agreement with the Clayton Public Library to provide AE services for the community of Clayton and Union County. The Clayton Public Library provides our program with a classroom/meeting space, and has done so for over 18 years. The librarian there will provide potential students with our contact information and the QR code to inquire about our services. Our staff will then reach out to potential students and schedule an online meeting or we can make a trip to Clayton to enroll and pre-test potential students. This also gives us the opportunity to meet with our enrolled students and post-test them if they have reached 40 hours of work towards their HSE.

Another informal agreement we have is with the Youth WIOA Program in Clovis, which provides training and career services for our aged 16-24 youth participants. They have a representative come to our campus around once a month to meet with our eligible students. We put our students that are eligible into the referral program, and the career coaches from Clovis reach out to them to give them a run down of the services they provide. This partnership enables our younger students to complete their HSE with us by offering them cash incentives, possible funding for post-secondary education, and career training opportunities.

We also have informal agreements with the Youth JPO Program in Quay County, the New Mexico ISD office in Tucumcari, and Tucumcari Adult Probation and Parole which all refer their clients to us for HSE completion and career pathways services. These programs are vital in helping the clients to achieve an HSE credential and become productive members of society. We feel that working with justice involved individuals is an important part of what our program does, and makes a difference in our community.

The only formal agreement we have is with the Eastern Area Workforce Development Board (EAWDB). It remains a goal of our program to continue to strengthen this partnership because of the valuable resources they provide for rural communities and programs like ours. The EAWDB has monthly and quarterly meetings that I attend so that I can keep our program and our students informed about possible opportunities that the Board provides.

5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2023-2024:

   a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?

   Our PL priorities for 2023-2024 were to attend conferences for adult education, to attain a better understanding on teaching/helping students learn while meeting standards and objectives, and to gain a better idea of how an ESL program should run in terms of data, onboarding, enrollment, teaching, and course content.

   We addressed these priorities by attending the NMAEA and COABE conferences, attended the Teaching Skills That Matter and Training from the Back of the Room Workshops, and participated in ESL group meetings to better understand how other programs conducted their ESL content.

b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?

Some of the most impactful PL experiences were the COABE conference, which gave us an opportunity to network with other adult education professionals from around the country and see how other states and programs conduct their adult education content. There were also many informative sessions where we gathered information to see about how we could use this information to help our program. Another impactful PL experience was the Teaching Skills That Matter and Training from the Back of the Room workshops where we learned about efficient ways to conduct classroom learning and about how to conduct classroom learning in a meaningful way for our learners. We also had the opportunity to participate in the LEAD training for program directors and this training enabled us to network with our colleagues across the state and the training facilitators to come up with a leadership in action plan that we can use for our program.

Participating in these PL opportunities enabled our program to brainstorm ideas to see what we could implement for the betterment of our program. Development of the leadership in action plan made us look to improve our onboarding process to be more efficient so that we can improve our student experience in our program and improve our data going forward.

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

The main successes in implementing our PL plan were that we feel we were able to meet all of our priorities that we listed at the beginning of the plan. We did attend the conferences and were able to network with many other adult education professionals, we did gain a better understanding on teaching and helping students learn while meeting standards and objectives, and we developed an efficient ESL program where our students were able to gain confidence in their English skills and improve throughout the year.

Some of the challenges in implementing our plan were to find time to attend the conferences/workshops. We are a small program with only two full-time employees and it can be difficult for both of us to be at conferences or workshops and for the program to operate effectively while we are gone. Also, we had a lot of learn as you go with our ESL program since it was our attempt at restarting that program since before the pandemic. We learned a lot throughout the year as far as what worked and what didn't in regards to ESL.

d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

I feel like our program was able to implement the policy. It will always be something we have to juggle in terms of time to do what we need to do, but we feel it is beneficial to our program. Having the assistance from Propel, in terms of training, helps a lot to be able to accomplish our goals for our PL plan. Also, the money we receive for our program helps with the travel necessary to attend the larger adult education conferences, which is valuable for networking and program efficiency.

Section II. Core Indicators of Performance 2023-2024

Please enter the following information regarding enrollment, assessment rates and core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Number of NRS participants in PY 2023-2024 (Table 4, last row of column B) _____64_____

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) _____66_____

Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column B) _____59.67%_____

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	54.84%	63.08%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	n/a	n/a

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	50%	50%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	33.3%	50%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	$1,323.66	$3,956.76

Section III. Evaluation of Program Effectiveness

Directions: *Answer each of the following questions. Ground your answers in your data. Answers should be single-spaced.*

1. Discuss your retention rate and its changes compared to PY 2022-2023 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

   Our AE program at Mesalands continues to see improvements in regards to retention even though we are still falling short of the state goal. Our retention rate improved in 2023-2024 to 49.23% (64 of 130 students). In 2022-2023 it was 43% (31 of 72 students). Our hours of instruction also increased to 3,048.25 hours in 2023-2024 from 1,384.75 in 2022-2023. We had a large increase in our students last year which was largely due to us restarting our ESL program. We have plans in place to help with our retention improvement and that starts with our onboarding. We want to make it clear to students when they first meet with us of the demands of the program. We are hopeful that letting students know of the demands from the beginning can help us avoid the students that come in and take the TABE tests and do the intake paperwork and then leave. We want to make sure they come and in know of the commitment so that we do lose those students right at the beginning which in turn hurts our retention numbers.

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

   Our post-test rate for 2023-2024 was at 57.81% (37 of 64 students), which is a little below the state goal of 60%, but we feel we have a better understanding of how we can post-test students and what needs to be done to get the students to the post-test stage. In 2022-2023 our post-test rate was at 51.61% (16 of 31 students), so we did improve here as well. We did start post-testing some HSE students at 30 hours of instruction so that we can record a post-test for them. In the past, some of these students just took the HiSET exam without post-testing, so we would lose that post-test number when they did that. We did have a lot of success in post-testing our ESL students so that also helped increase our post-test data from years past. This year we want to continue to post-test some students at 30 hours and keep the same level of post-test rate among our ESL students. We are also fortunate to be a small program, in that we can closely monitor those students who get to 12 hours and make a concerted effort to get them from 12 to 30 or 40 hours so that they can post-test. We have developed spreadsheets that we monitor weekly so that we can catch those students and reach out to them to continue so that we do not lose them during the program year.

3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.

   The AE program at Mesalands performed relatively well to the set target state levels of performance for 2023-2024. There were a few goals where we fell short, but we feel we are making positive progress on those goals. Our MSG's were over 63%, which is a 9% increase from the year before, and also 21% higher than the state goal. We feel that our ESL students helped increase this percentage this year, because a lot of our ESL students were first-time

students with low starting levels who increased throughout the year. We posted a N/A for credential attainment rate because, just like last year, we did not have any students who qualified to fall into this category. Katya Backhaus had mentioned this was not an issue in the past for us, so we will assume it is the same this year. Our program did have 16 students complete their HSE credential in 2023-2024 as compared to 12 students in 2022-2023 so we are making progress in that area as well with a 33% increase. Our employment after 2nd quarter and employment after 4th quarter rates were above the state performance goals. We feel we are able to do well in this indicator because of our ability to obtain social security numbers for our students. This may become an issue in future years because we noticed some of our ESL students do not have social security numbers, but it is something we are looking into with them. Our median earnings after 2nd quarter were a little below the state goal, but it was much closer this year than in 2022-2023. It is another area where we are seeing improvement with our students. As far as other indicators, our EFL gain percentage was at 70.27% for 2023-2024, which is above the state goal of 60%. Also, our enrollment went from 31 students in 2022-2023 to 64 students in 2023-2024. This 112% increase in our enrollment was due in large part to restarting our ESL program.

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

Our AE program failed to meet the negotiated target in the median earnings, second quarter after exit. Our strategy, like in recent previous years, is to try to improve in getting our students to train for higher paying jobs in our community. Mesalands has programs in nursing and wind energy where certificates and degrees can be obtained that lead immediately to a high earning average for our area. We also intend to develop an IET program in Certified Nursing Assistant, which will help our learners with a career pathway into the nursing field. We will also continue to work with our Workforce office on campus so that our students can have access to micro-credentials and credentials that can help them in obtaining more gainful employment. We will be working with our Workforce office to make sure our AE students have the ability to pursue these opportunities for more lucrative careers.

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

When we look back at our performance data over the previous 4 or 5 years, we can see that our program is getting back to levels of success that we saw before the pandemic. We feel that our program data continues to improve as we continue to understand the data better and how we can use the data to help our students and program improve. In the past few years, we have got back into serving students from Union County (Clayton), which has helped with our numbers. We have made a better effort to get students from that area as well as other parts of our service area. Restarting our ESL program back last year brought us a lot of new students that have thrived and are now looking into getting their HSE credential and attending college. This will only continue to become more prominent in our program, and we feel we are just starting to see how our ESL program can help the community and help with our data.

Program Year	Enrollment	Instruction Hours	Avg Hrs/Student
2023-2024	64	3,048.25	47.62
2022-2023	31	1,384.75	44.67
2021-2022	16	437.50	27.34
2020-2021	12	267.75	22.31

2019-2020	27	1,747.50	64.71
2018-2019	30	1,053.20	35
2017-2018	66	7305	111

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* Describe strategies you intend to use in the coming year to promote continuous improvement.

Our AE program at Mesalands uses data to see how we can improve our services to our students. Continuing to check instruction hours and getting our students post-tested is a goal to continue growth within our program. We also need to improve our retention rate, and we feel that by changing our onboarding that we can help improve those numbers by making sure students are ready to make the commitment to the program before they even start. Using the monthly data reports as a guide has helped us see where we are at during the program year so we can make changes where necessary. Getting more outreach for our program across our service area is an important goal for us this year. We have tracked the numbers from Union County coming into our program and we want to continue to see those students increase. Also, getting our ESL students to become HSE students is a valuable recruiting tool for our program. We are still looking into getting Pearson GED testing back into our program to give our students another option to take their HSE tests. We are still in the process of working with our college marketing team to help update our website and get our program into social media. These will be helpful tools in recruiting new students and for getting our program out there for people to know about the services that we offer.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, *Excluding* Administrative Costs, for Program Year 2023-2024	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs
Outreach, intake, and orientation information	Career Service	95	$19,533.90	$205.62
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	75	$11,563.50	$154.18
Referrals to and coordination of activities with other programs and services.	Career Service	37	$3,328.15	$89.95
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	16	$2,466.88	$154.18
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	12	$1,541.52	$128.46
Total:			*$38,433.95	
Integrated Education and Training (IET) programs	Training Service	N/A	N/A	N/A

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

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

   In keeping in partnership with the Local Workforce Development Board (LWDB), we stay in communication and share information within the system and partners. We work with partners to unify the assessment, referral, and collaborative case management process. Also, our commitment to working with the operator to cross train staff, and provide professional learning opportunities that promote and increase knowledge of all partner programs to individuals providing services in working toward development of a unified mission, vision, goals, and strategies.

   Our AE program send quarterly reporting numbers on how many students have enrolled, exited, and completed our program to the Eastern Area Workforce Development Board (EAWDB). We also attend and participate in monthly meetings with the Workforce offices and the One Stop operators. This enables us to stay in communication with the providers in our area and we can stay up to date on happenings in our region. We have used the MyHub portal for the last few years to enter our students into the system for the Workforce offices in Clovis. This has helped get our students started in contact with the resources that those offices offer. This has been valuable for us and our students because there are no local Workforce offices in our service area. We can also refer our students to DVR services by using the MyHub portal as well. We feel this portal will help our students get the services they need, especially the services that are not available locally in our area.

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: https://www.dws.state.nm.us/en-us/Workforce-Boards. How did your program align adult education and literacy activities in 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

   The vision of the EAWDB is outlined in the New Mexico combined state plan and focuses on the provision of foundational education in basic literacy skills, placement and retention in employment and workforce programs, obtaining a High School Equivalency (HSE) diploma, enrollment in post-secondary education, and English Language Acquisition (ELA).

   Major components of the EAWDB involve engaging and expanding the network of partners participating in the system, leading efforts to improve customer outcomes and customer satisfaction by enhancing, coordinating, and integrating service delivery within the local area, and assisting with the development of innovative strategies and technologies to assist in improving the public workforce system in the local area, while ensuring such developments are not duplicative of existing technologies and resources.

   Our AE program offers tutoring, study skills training, instruction, and strategies that lead to completion of the requirements for a secondary school diploma or certificate, as well as a post-secondary credential that is aligned with in-demand industry sectors or occupations in the local area. We also offer career pathways exploration and career counseling services.

   The Adult Education and Literacy activities for our area include: academic instruction and education services below post-secondary level that include an individual's ability to read, write and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma with transition to post-secondary education and training. Also, we provide services to improve literacy levels to increase the ability to read, write, speak English, compute and solve problems at levels of proficiency necessary to

function on the job, in their family, and in society. Our program also offers workforce preparation activities and we are currently in the process of filling out an IET application for Certified Nursing Assistant (CNA) to hopefully begin in Spring 2025.

Our program partners with the Clovis Youth and Adult WIOA program to ensure that our students have the opportunity to enroll in their program and receive the benefits that they provide. We feel this is a good partnership because we do not have a One-Stop office in our service area. The partnership works well, as it provides funding and training opportunities for our AE students. This partnership also enables us to refer students from other parts of our remote services areas to the Clovis offices to help with career and education services. We have people that come from the Clovis office monthly to meet with our AE students on our campus and help them in their enrollment and to make sure they have everything submitted to enroll in their program. This help from Clovis has been a success for our program and our students and we look forward to continuing this partnership well into the future.

A big challenge for us will always be the lack of services throughout our service areas for our students. It is the major downside of being a very rural program. We hope that by continuing to work with the Clovis offices and the EAWDB that we can eliminate that challenge and give our students access to all the benefits and resources available to them in these programs. Another challenge that we are hoping to conquer this year is to get an IET program established within our AE program. Mesalands has recently hired a permanent President that is supportive of the IET idea and we hope that helps to get the buy-in we need to get this done and finalized. We have started the IET application for CNA and are hoping to start that program in the Spring of 2025.

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Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2023-2024 program year.

1. To what degree is career planning and advising structurally built into your Adult Education program for the students who want and need it? Please be specific.

   Our AE program starts career planning and advising at orientation with our students. When our students are filling out intake paperwork, we visit with them to see what career path they are interested in and how we can help them along that path. We take that information from the student and show our students career pathways maps that they can follow to achieve their educational and career goals. We have been using the career pathways maps on Propel to show students what path lies ahead and the career opportunities that are available to them. We also have students create an account on the www.jobs.state.nm.us page during onboarding so that we can show them what careers are available in the area that they are wanting to work. We have made this part of our initial onboarding with our students to help in the career pathways aspect of our program. We also use the NMDWS Career Solutions link on the Propel website to take students into the Career Exploration portion of that site. This gives our students another resource to start career exploration and explore different jobs and careers that could be available to them. Our program has career pathways books that we use to teach soft skills and job skills in varying careers. We have found this to be helpful in the area of career pathways to give students a better understanding of the skills needed to obtain a career in their chosen field.

   For career advising, we meet with our students periodically to discuss how their career exploration is going and if they feel they are on the right pathway for success. We do not have a career person on campus or in our program, but we do utilize our campus Workforce office to help in this aspect of our program. Our Workforce office continues to work on setting up credentials and micro-credentials that could be available for our AE students. Although we just started doing more career-oriented tasks in our program, we feel that are students have benefitted from these tasks and career focus. Our program is small enough that often times we can meet with our students and provide one-on-one advising to see how a student is proceeding in their career path and goals.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide a number of IET students that your program

   No, we did not offer IET in 2023-2024.

   served in PY 2023-2024 (Table 11, first row of column B)

3. What percentage of your NRS students participated in IET programs   __N/A_____

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

4. Enter MSG rate of your IET participants   ___N/A____

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

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

   N/A (We did not offer IET programming in 2023-2024)

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.

   Our AE program's orientation and onboarding process is done with an open enrollment format, which we feel works better for our small program. It begins with explaining to new students about the commitment needed to succeed in the program. We have started to do this before they enroll in our program to try and help with our retention rate and to try and cut down the number of students who start the process, but then never return. Once a student has confirmed their commitment to our program, we will have a student fill our all of our intake forms. The forms describe in further detail the policies and procedures of our program. We again explain what is expected of our students and what they can expect of us. When all of the intake paperwork is done, we have our students take the TABE Locator test on the computer. This goes for HSE and ESL students. This test gives us the appropriate level of TABE 11 or Clas-E test to give them. The student will then take the appropriate TABE tests. The TABE tests give us an idea of where to start the students based on their skill levels. During this process, we also go over the career pathways process and career explorations. This way the student can think about how they want to use our program to get into certain career clusters. This is an important part of our onboarding process because it gets the student to think about what they want to do while they pursue their HSE or take ESL classes. During the career pathways process, we will have the student create an account on the www.jobs.nm.state.us page to get them started on exploring career opportunities in our area. We also go over college programs and opportunities so that the student can begin to get the feel of being apart of our academic institution. Making the students feel comfortable and wanted on our campus is a big part of our inclusion process for them.

   Our timeline for the onboarding process is all done within the first week or two of the student walking through our doors. Intake paperwork, TABE testing, career pathways exploration, making an account on the "jobs" page, and getting set up into an HSE/ESL class or set up to work online through Essential Education or Burlington English are completed timely so that we can start to work with the student in a timely fashion. We stress the importance of keeping "on task" so that the student can get the most out of our program in an efficient manner.

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.

   The AE program at Mesalands Community College seeks to assist adult learners in obtaining specific goals such as improve skill/performance, prepare for a new job or job advancement, gain their HSE credential, learn the English language, transition into college for the purpose of positively contributing to their community and family. Our AE program ensures services provided are of sufficient academic intensity and quality by aligning program curriculum to rigorous standards. The program's HSE and ESL curriculum are aligned to the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS). We have a four-day week on our campus, so we tailor our program's schedule around

those four days with classes that are available during mornings, afternoons, and evenings to help fit into our student's schedules. Our Center is also open a few nights a week so that we may further meet the needs of our students and their availability. Our students must attend class sessions regularly, exhibit good conduct, and complete all required class work. Students are expected to be responsible adults and adhere to the attendance policy. We also offer students the opportunity to participate in our program through our Essential Education software, and we monitor student attendance weekly. For the next program year, we will also offer Burlington English for our ESL students to participate online.

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.

Mesalands Community College provides our students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the College's offerings). Our program offers several ways to increase classroom use of technology and individualized online instruction. Computer instruction and practice has been integrated into the academic courses. Students in our program have access to the computers in the Educational Services Center (ESC), and these computers are maintained by the College's IT department. They provide a variety of distance learning courses that allow students to take courses at their convenience. Modes of instruction are via the Internet, on-line learning, video delivery, as well as lecture capture using Google Classroom. Our AE program uses Essential Education for distance learning, and their coursework is a standards-based online learning program grounded in tradition of solid research. Our distance education students are placed into the Essential Education platform based on their TABE scores, and this ensures that they are getting the proper coursework tailored to their levels of knowledge. We feel the use of Essential Education, which we started in June 2023, has helped us to grow our distance education part of our services. We have also started to use Burlington English, which we will use for our ESL students and this will help us to provide quality distance instruction for that program as well. Burlington English aligns with the English Language Proficiency Standards (ELPS) so that helps us ensure the quality of content for our ESL students as well. Our program also provides career navigation services with our providing and explanation of the career pathways maps and through our Workforce on campus.

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.

Our AE program implements the CCRS standards by aligning the academic curriculum with how students score on their initial TABE tests. TABE test scores are used to develop an academic plan with text material or online assignments through Essential Education that is aligned with the CCRS standards. By following the CCRS in the text material and through Essential Education, we can be sure we are following up in the right manner to keep students on the path to MSG's and improved test scores. We use such curricular resources as Scoreboost for TABE, TABE Mastery, TABE Tutor, Achieving TABE Success, Common Core

Basics, Steck-Vaughn Fundamental Skills Books, and Paxen Career Pathways Workbooks. The CCRS standards that our program uses emphasize problem solving and contextualization in mathematics, and interdisciplinary literacy and critical thinking in reading. Alignment is ensured by using CCRS aligned resources such as Essential Education, Kaplan GED workbooks in all subjects, Common Core Basics and Achieve by McGraw Hill. Our program also closely monitors high impact coordinators and the utilization of the CCRS on exams such as the TABE and HiSET.

For our ESL program, we start students on the same path with an academic plan based on how they score on their TABE Clas-E tests. We use Cambridge Ventures books that have a series of six complete levels for every level of ESL learner. Using these books enables us to ensure that students are learning English through the English Language Proficiency Standards (ELPS). We have also recently started using Burlington English for online ESL assignments for our students. We are excited to offer this online version for ESL learning since some of our students in the past year had difficulty coming to our ESL classes because of jobs and family responsibilities.

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.

Our AE program has used Jeff Fantine's career pathways guidance and teachings in setting up our career pathways plans and have been the foundation of making our program more career oriented. We have found trainings with Jeff and Sara Gutting to be beneficial in helping to fine tune our career pathways approach with our students. It also helped with curriculum design and development and leadership and management practices.

One approach we have used in our program for adult learners is Malcolm Knowles 4 Principles of Andragogy. We like to give our adult learners the chance to be involved in their own learning. These principles stress the importance of giving adult learners real-life examples of how their learning will be used in every day situations as well as learning through problem solving. Letting our learners help drive the curriculum and the teaching is a key in keeping them engaged and pushing themselves to their academic goals.

Participating in the LEAD Institute this past program year also helped develop new strategies and thoughts about how our program should operate. We found the training very beneficial and it helped guide our Leadership in Action (LIA) plan that we want to put into effect to help our program keep moving forward in an efficient manner.

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

For this section, if the program received IELCE funding for 2023-2024, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

N/A

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

N/A

2. Enter MSG rate of IELCE participants (Table 9, first row of column G) _____N/A_____

3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)

   - Achieved Citizenship Skills __N/A_____
   - Voted or Registered to Vote __N/A_____
   - Increased Involvement in Community Activity __N/A_____

4. Input the number of IELCE students that participated in IET programs ___N/A_____

   (Drill down to IELCE students from Table 9, first row of column B. Then **add** Table 11 and find number in first row of column B)

5. Enter % of IELCE students that participate in IET programs using data __N/A_____

   from 1 and 4.

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

   N/A

7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

   N/A

8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

   N/A

9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

   N/A

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

For this section, if your program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by this fiscal year.

(If your program did not provide these types of services in 2023-2024, just indicate N/A).

N/A

1. Please indicate the number of Corrections Education and the Education   **N/A**
of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).

2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G)   _____**N/A**_____

3. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.

   N/A

4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

   N/A

IX. Fiscal Survey

PLEASE REVIEW AND FILL OUT THIS SECTION IN ITS ENTIRETY. ALL DONATED COSTS MUST BE TAKEN INTO CONSIDERATION

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter $0 here.

   $38,433.95

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 **$0** well.

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

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

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

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

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

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

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

   $0

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

   $0

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

   $4,000

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
1,840	$140/Per Square Foot	$257,600

Alternate option:

Please indicate institution's building renewal and replacement allocation **N/A**

Please cite the source document for the amount: **23-24 Mesalands Approved Budget**

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
N/A	

B. Program Income Activities

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

$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide "the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years." WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, *we ask you to calculate these costs only for Program Year 2023-2024.*

Please do your best to calculate these expenditures faithfully; we appreciate your efforts and understand that it is challenging. Please take note of the following additional guidance, and let us know if you have any questions.

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) *all or nearly all* of the students in your programs receive many of the services listed as "career services" (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don't necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person's hourly rate and calculating how much time this person spent on such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:
    - You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you *do not need to report them in Section IV.*
    - *Do not include any administrative costs in your report.* Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
    - Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
    - If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf The section on Career and Training services starts on page 40 of this PDF.

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Please email Amber.Gallup@hed.nm.gov if you have any questions about career and training services as you prepare this report.

Please email Katya.Backhaus@hed.nm.gov if you have any questions regarding data and performance.