

New Mexico Adult Education Local Program Annual Report 2022-2023

Annual Program Report Cover Page

Program Name:	AE/HSE/ELA/CPI	
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Workforce Region(s) Served:	EAWDB	
New Mexico Counties Served:	Quay, Union, Harding	
Submission Date:	August 31, 2023	
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Allen Moss (Aug 30, 2023 13:30 MDT)

Signature of the Chief Executive Officer or Designee

08/30/23

DATE

Dr. Allen Moss, Interim President

Typed Name and Title: Dr. Allen Moss, Interim President

New Mexico Adult Education Local Program Annual Report 2022-2023

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, and Career Pathways instruction to community members and other students. Mesalands Community College is the sole provider for these services in Quay, Union, and Harding Counties. The AE program maintains a commitment to recruiting, retaining, educating, and transitioning students to post-secondary education. The program offers instruction for people age 16 and over who do not have their high school diploma. 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 students fall in the 16-24 age range, and are currently working on obtaining their HSE credential. Our current key initiatives are to keep progressing with career pathways, continue working with Mesalands administration to try and develop an IET program or programs that can benefit both our students and our program, and to re-establish our ESL program.

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 only 2 full-time staff members (Dean Garcia – Program Director and Kyeli Collins – Program Facilitator). Kyeli and I have both been in our roles in our program for almost 3 years and we grow more comfortable in our abilities and our program every month. We will be adding a part-time ESL teacher to our program this fall when we re-establish our ESL program.

We have, as a program, tried to become more than just a place to get your HSE credential. I feel like that is what our program was known as for so long. We have started to incorporate career pathways into our program with our students by helping them think about not just their HSE, but also what career they want to pursue with that credential. We still have a long way to go in terms of career pathways, but we feel we have started to make progress in that area. This fall we are going to re-establish our ESL program. This will help us target a different type of population in the three counties that we serve. These are people that could use help refining their English skills, and this will help them in their every day lives and could possibly lead to them becoming active in post-secondary education at our institution.

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. Re-establishing our ESL program has been a goal that we have wanted to accomplish for the last few years, but is now going to become a reality. It is an important service that we can provide for our community, that can help many people advance in their life goals. We are also going to continue working with our Workforce office on campus to help our students have opportunities to obtain

New Mexico Adult Education Local Program Annual Report 2022-2023

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 2023-2024 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

During the 2022-2023 program year, we were a primarily in-person program. In May, we bought into the Essential Education software and we feel it will help us with our distance learning and hybrid model of instruction. We will still be primarily in-person, but with our rural population for the 3 counties that we cover, we have to be able to provide quality hybrid and distance learning alternatives.

We feel we have evolved in our other ways of instruction immensely in the last few years. Before the pandemic, we were pretty much strictly in-person, but we were forced to learn how to provide our services digitally and for instruction out of the classroom setting. By using such platforms like Google Meet, we are able to provide an option for our rural students that live outside our main service area and for other students that can not attend in-person classes as well.

For the 2023-2024 program year, we intend to continue learning how to use Essential Education and how it can help us to provide quality hybrid and distance learning instruction. I have also met with NMDELT about providing training and services to get us more digital literate when it comes to the software and programs available to us through the State. NMDELT will be a great resource for us when it comes to digital literacy, and will provide us with the training needed to be able to provide these resources to our students. They will also be able to connect us with other programs and people that can help us in providing quality digital literacy learning, distance learning, and digital equity. Since we are a very rural program that serves a rural population, we have to stay in the know when it comes to the resources provided to us, and we have to be able to let our rural service areas know that these services are available to them via certain platforms.

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 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 Education 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

New Mexico Adult Education Local Program Annual Report 2022-2023

classroom/meeting space, and has done so for over 17 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 age 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 workers 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, New Mexico Works Program, and Tucumcari Adult Probation and Parole, which 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 is 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.

Section II. Core Indicators of Performance 2022-2023

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

Number of NRS participants in PY 2022-2023 (Table 4, last row of column B) _____ 31 _____

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) _____ 41 _____

Post-testing rate (Table 4B, last row of column B to number of NRS participants) _____ 16 (51.6%) _____

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	54.84%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	n/a
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	50.0%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	33.3%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$1,323.66

Section III. Evaluation of Program Effectiveness

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

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

Our AE program at Mesalands feels like we do a good job in terms of retention for our AE students. We had roughly 43% (31 of 72) of our overall students complete at least 12 hours and become NRS participants. Our students had 1,384.75 hours of instruction earned in 2022-2023. When you compare our data to last year (2021-2022), our NRS participants went from 16 to 31 and our Instruction Hours went from 437.50 to 1,384.75 so we feel that our retention rates are on a sharp rise with our students. We feel the reasons for our rise has many factors. First, the COVID restrictions that hampered our program for the last few years are all but non-existent now. This has led to students coming in more regularly to work on their MSG and HSE attainment. Secondly, we have become more focused on our data and are analyzing it monthly now to see where we are slacking and what can be done to catch students who otherwise might have fallen off of our radar during the year. Another reason for our strong improvement is just understanding our jobs and our duties better in relation to AE. Kyeli and I did not have much experience the last few years in our jobs, but we have become a lot more comfortable in what we do and have the confidence in our abilities to reach our students and keep them coming in. Lastly, I feel our program has grown because of the quality we provide our students. Word of mouth plays a big part in getting students to continue to come in and bring in new students for our program. We are lucky to be small enough of a program where we can spend a lot of one-on-one time with students and give them a personal touch to where we make them feel valued and respected with their time.

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 AE program increased our efforts to hit the post-testing percentage required by the State by increasing the value of the post-test to HSE students who were waiting to take the HiSET exam. In program year 2022-2023, we had a lot of delay issues with HiSET (PSI) and getting scores back for students who took the exam. This led to us encouraging our students to take a post-test so that we could evaluate their progress within our program. We did test some students who were at 30 study hours within our HSE program because we felt they were ready to post-test and achieve a MSG. We feel that we need to value the post-test more, and not just rely on students taking and passing the HiSET exam. The post-test can be a valuable tool for our students to use and for our program to gauge student progress. For program year 2023-2024, we will continue to monitor student hours closely so that we can post-test students as soon as they are ready. We feel that understanding how to effectively track student hours in LACES weekly helps us in regards to getting students to post-test.

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

The Adult Education (AE) program at Mesalands performed relatively well to the set target levels of performance. We exceeded all but one of the categories for these levels. Our MSG rate was well above the negotiated level of performance rate set by the State. Our program has always performed well on this performance indicator because we feel like we are able to spend a lot of one-on-one time with our students in our program. This attention given to our students provides us with a good feel about where our students need help and how we can help them. This is a major benefit of being a small, rural program. We posted a N/A for the credential attainment rate because we did not have any students who qualified to fall into this category. I discussed this with Katya, and it was not perceived to be an issue, it is just how the data fell this program year. Our program employment after exit numbers exceeded the target level by a substantial percentage. We stress the importance of getting student social security numbers so that this data can be easily tracked by the State. Again, we feel that being a small program helps us in being efficient in obtaining this data from students. Our program did fall short in the median earnings indicator. We feel like this is the product of being in a rural community without the higher paying jobs available to other areas. We plan to combat this by having our students train and prepare for higher paying jobs such as nursing, wind energy, and agri-business.

4. For any indicator for which your program failed to meet the negotiated targets, what is 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 lead to a high earning average for our area. We also intend to continue working with our Workforce office on campus to help our students get access to these programs and training opportunities. Our Workforce office is also working on getting students 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. What trends do you see? (Note: If you need help obtaining such data, please reach out to Katya.)

When we look back at our performance data from the previous 5 to 6 years, we see that our program is finally getting back to pre-pandemic levels of enrollment. We feel that our program continues to grow and thrive, especially when you consider where we were the last few years. 2022-2023 saw a return to where we were 3 or 4 years ago as a program. Our goal is to get back to the FY2018 numbers and we feel that we can achieve that by continuing to do outreach outside of just Tucumcari and Quay County. We successfully got back into Union County and Clayton by having a few students enroll there for FY23. We want to continue to do outreach there so that we can better serve the communities of northeastern New Mexico. It will take time, but we are dedicated to increase our enrollment in that part of the state. We are also incorporating ESL back into our program for FY24 and we feel that will bring a big boost in enrollment and hours, and hopefully MSG's. We have not had ESL in our program since before the pandemic, so we are excited to get that revived again, as it provides a valuable resource to our community and our citizens. Overall, we feel like we are trending up and in the right direction to continue our program growth for years to come.

New Mexico Adult Education Local Program Annual Report 2022-2023

Program Year	Enrollment	Instruction Hours	Avg.Hrs./Student
2022-2023	31	1384.75	44.67
2021-2022	16	437.50	27.34
2020-2021	12	267.75	22.3125
2019-2020	27	1747.50	64.71
2018-2019	30	1053.20	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.* 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.

Our AE program at Mesalands uses data to see how we can improve our service to our students. Continuing to check instruction hours and getting our students post-tested is a goal to continue growth within our program. Submitting our monthly data reports to Katya helps us to see where we need to improve and if we are lacking in certain areas of our program. We feel these monthly data reports have made a big difference in our program's success and with our program's numbers. We also want to do more outreach this year, especially with the re-start of our ESL program. This has been a valuable asset to our program in the past, and we want to re-establish that to our program. We feel like ESL can take our program to new heights and drastically increase our enrollment and hours. We also plan to use the ESL program to help recruit for our HSE program. Being able to transition students from ESL into HSE is a goal of ours for FY24. Another strategy we are using this year to be more effective is to start doing our HSE testing on the computer, instead of using paper-based testing. This will enable us to receive scores much faster than with the paper method, and it can benefit our students to know how they scored almost instantly. We will also be bringing back the option to take the Pearson GED tests, to go along with the HiSET tests. With the new combined rules within our state for students being able to combine their GED and HiSET scores to obtain a HSE credential, we felt the need to bring back this form of testing. Getting out into the community and promoting our services remains a big goal for us for FY24. We need to be there for our community to see and know the services that we provide. Updating our current website within the Mesalands page is in the works, and we feel like this will give prospective students a better understanding of the services that we offer, and how students can go about obtaining those services. Our community outreach has not been what it should since the start of COVID, and we strive to do a better effort in that regard this year.

New Mexico Adult Education Local Program Annual Report 2022-2023

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	85	\$14,167.80	\$166.68
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	72	\$9,642.24	\$133.92
Referrals to and coordination of activities with other programs and services.	Career Service	31	\$2,594.70	\$83.70
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	12	\$2,209.68	\$184.14
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	10	\$1,171.80	\$117.18
Total:			*\$29,786.22	
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.**

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 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 sends 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. During the 2022-2023 program year, we started using the MyHub portal to refer our students to the Workforce offices in Clovis. This has helped get our students started in regards to Workforce since there is no local workforce office in Tucumcari. 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 community.

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?

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 awareness, career counseling, and career exploration 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

New Mexico Adult Education Local Program Annual Report 2022-2023

preparation activities and we are looking into the possibility of offering IET programs in the near future.

Our program partners with the Clovis Youth WIOA program to ensure that our students age 16-24 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 Tucumcari. The partnership works well, as it provides funding and training opportunities for our younger students. The biggest challenge with this partnership continues to be the high turnover rate with the Clovis office. We recently had someone new from that office come to our campus, and is planning to do so monthly. We also want to work with them to enroll our students from the Clayton area because we both serve Union County and it would benefit both of our programs.

A big challenge for us will always be the lack of services that are available locally to our students. It is the major downside of being a very rural program. We hope that by continuing to work with the Clovis offices, that we can eliminate that challenge and give our students access to all of the benefits and resources available to them in these programs. Another challenge in trying to get an IET program created in our AE program, is the constant turnover in our administration at Mesalands. We are hoping to work with the State this year to help us get an IET program in the works. Mesalands has certificate programs in Farrier Science, Wind Energy Technology, Nursing, etc. that we feel would work well with IET's, but we need help in getting these established with our administration.

New Mexico Adult Education Local Program Annual Report 2022-2023

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2022-2023 program year.

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

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. We take that information 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 can be used to teach soft skills and job skills during our classes. 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. We do not have a career person on campus or in our program, but we plan to utilize the Workforce office on campus to help in this area for our students. Our Workforce office is working on setting up credentials and micro-credentials that can be available for our students to obtain so that they will have more opportunities in their job and career searches. We are hoping that this help lead our students to more gainful employment and help with our numbers on earnings for our students.

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

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

Our AE program does not currently offer any IET programs. We are hopeful that we can develop at least one IET program in the next year or two. We feel that we have the programs available at Mesalands to get an IET program going, but we need help from the State and our administration to make this happen.

New Mexico Adult Education Local Program Annual Report 2022-2023

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.

We do not currently offer any IET programs in our AE program, but we are still working to see what path we can take to develop at least one IET program in the next year or two. The constant changing of administration within our college has not helped in regards to getting an IET off the ground, but with help from the State, we feel like we can help change this narrative. Programs such as wind energy, nursing, solar energy, and farrier science provide a unique opportunity for our college to help us get an IET program established. Students in these programs already receive a lot of training opportunities with built in pathways to obtain employment. We feel like we have the resources at our college to develop strong partnerships that can help our students succeed in IET programs. This will also help students transition into their post-secondary education and training programs. We are hoping that our Workforce office can also help to establish IET programs and the teaching and training required to get these started. We will also reach out to our Eastern Area Workforce Development Board (EAWDB) to see if there are any programs that we can be a part of that can further this IET discussion of participation.

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 having our students fill out all of the intake enrollment forms. While filling out the forms, we go over with our students all of the requirements and policies of the program. We explain what is expected of the 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 test gives us the appropriate level of TABE tests to administer to the student. The student will then take the TABE 11 Series test after their Locator test is completed. The TABE tests give us an idea on where to start the students on their academic skills. During this process, we also go over the career pathways process, and how it can benefit the student to start thinking about what career pathway they wish to explore. 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 credential. 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 what jobs are available 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 a HSE class or set up online to work through Essential Education 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.

New Mexico Adult Education Local Program Annual Report 2022-2023

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.

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 jobs 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). We have a four-day week on our campus, so we tailor our program's schedule around those four days with classes available during the mornings and afternoons to help fit into our student's schedules. We are also open a few nights during the 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.

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 Education 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, will only enable us to grow our distance ed part of our services. Our program also provides career navigation services with our providing and explanation of the career pathways maps and through our Workforce office 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 that is related to the CCRS. By following the CCRS in the

New Mexico Adult Education Local Program Annual Report 2022-2023

text material, 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 use the Cambridge Ventures series of books to promote ESL learning through the ELPS standards. The Ventures series has six complete levels for every level of ESL learner. We will have more to report on ESL next year, as we have just begun our ESL program for the first time since before the pandemic.

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. Taking the adult education trainings with Jeff and Sara Gutting enabled our program to use their ideas on research theories and techniques to improve program design, curriculum development, and leadership/management practices.

One approach we have used in our program for adult learners in 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 and well as learning through problem solving. Letting our learners drive the curriculum and the teaching is a key to keeping them engaged and pushing themselves to their academic strengths.

New Mexico Adult Education Local Program Annual Report 2022-2023

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

For this section, if the program received IELCE funding for 2022-2023, please describe IELCE activities and services provided by the program this fiscal year.

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

N/A

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

N/A

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

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

N/A

N/A

N/A

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

N/A

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

N/A

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

N/A

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

N/A

New Mexico Adult Education Local Program Annual Report 2022-2023

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

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

(If your program did not provide these types of services in 2022-2023, just indicate N/A).

N/A

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized

Individuals students (12+ hours) served: **N/A**

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

N/A

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

N/A

IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2022-2023 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

\$29,786.22

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well.

\$0

3. Please indicate Total hours contributed – Volunteer Tutors

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

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

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

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

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

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 cite the source document for the amount: **2022-2023 Mesalands Community College Approved Budget**

New Mexico Adult Education Local Program Annual Report 2022-2023

Please indicate institution's building renewal and replacement allocation

N/A

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
N/A	

B. Program Income Activities

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

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	