

Annual Program Report
Cover Page

Program Name: **Adult Education Program**

Institution or Organization: **Northern New Mexico College**

Address: **921 Paseo de Onate**

City: **Espanola**

County: **Rio Arriba**

Zip: **87532**

Main Phone: **505-747-2100**

Website: **www.nnmc.edu**

Social Media:

Workforce Region(s) Served:

New Mexico Counties Served:

Submission Date: **October 7, 2022**

Program Director, Manager, or

Coordinator Name and Title: **Cecilia Romero , Interim Director**

Contact Information: Phone(s): **(505) 747-2198**

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Alternate Contact Name and **Ivan Lopez -Hurtado, Ph.D., Provost, Vice President**

Title: **for Academic Affairs**

Contact Information: Phone(s): **(505) 747-2225**

Email: **ilopez@nnmc.edu**



Signature of the Chief Executive Officer or Designee

10/8/2022

DATE

Provost and Vice-President for Academic Affairs

Typed Name and Title:

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.*

1. Describe your program. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute.

The Northern New Mexico College (Northern) Adult Education program is located in Espanola, New Mexico. The Adult Education program provides educational services to students in the Espanola community and surrounding areas. The mission of the Adult Education program is to serve the community's needs and change lives by empowering and educating learners by advancing their literacy and college and career readiness skills opportunities to achieve a better quality of life. The Adult Education program at Northern provides educational services by offering classes in HiSET preparation, English as a Second Language (ESL), Computer Skills, and College and Career Readiness. Adult Education Students also participate in the workforce and career exploration weekly webinars.

The Adult Education program at Northern offers free online HiSET preparation classes in reading, writing, math, science, and social studies. Students study and learn the materials in class to earn their HiSET diploma. Adult Education instructors incorporate career pathways and workforce skills into class lessons to better prepare students for when they transition from the Adult Education program to the workforce or postsecondary education.

As of September 6, 2022, the Adult Education program has begun offering English as a second language class (ESL) to help participants develop and improve their literacy skills in reading, writing, listening, and speaking. Life and career skills are also integrated into the ESL curriculum.

Adult Education participants also partake in a computer skills class that improves their use and knowledge of computers and technology to prepare them for the workforce better and help participants build job skills. The AE program also offers a College and Career Readiness class focusing on career and college exploration. As part of the workforce preparation activities, students engage in weekly webinars that focus on skills and topics to prepare students well for life, college, and the workforce beyond the Adult Education program.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.)

Our Adult Education Program at Northern New Mexico College works closely with RAALP at Espanola, NM, by referring our students to their program for any extra tutoring that any of our students request.

We also work closely with Workforce connection by offering Workforce connection time slots in our weekly AE meetings, where students learn more about job opportunities and resume writing.

3. Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.

The impact that COVID-19 has had on our program stunted our student growth by only being allowed to have online classes during the fiscal year 2021-2022. However, we had the opportunity to transition into a hybrid model of classes (online and face-to-face) we were unable to fully work through it due to the constant closing down of our campus. Due to students' health, our numbers started to dwindle down as some of our students have been exposed to COVID-19 and have had to take a long break from the program. We have also begun having a turnover of instructors, which caused our program to postpone some needed class materials. For instance, beginning-level math classes, beginning-level reading, and advanced-level math and science classes have resulted in students looking elsewhere for a program that offers all class materials.

On a different note, we had some students leave due to various scheduling issues, such as their children's school scheduling and their work schedules. Due to Covid-19, we also saw students post-testing and pretesting less. Some because our college campus requires students to be fully Vaccinated with COVID-19 vaccines in order to enter our facility testing lab. Hiset testing at Northern New Mexico College is also not at full capacity due to an arrangement having to be made to have fewer students test on certain days, as well as cut testing days to a minimum of 2 days out of the week instead of the full 5-day testing period.

4. Please describe how your program has adjusted to the pandemic and accommodated students' learning needs, including how you intend to keep incorporating distance learning into your program practices.

Here are a few ways that our AE program has done intending to adjust to the pandemic and the different ways we accommodate our students' learning needs.

1. Continued to offer online instruction- Although it has caused some students to leave due to distractions at home, our students that are not fully vaccinated have this option of learning and still respect their decision to be unvaccinated.

2. We incorporated online webinars for our students; they sit down for an hour, work one-on-one with guest speakers, and learn new materials that align with grant guidelines. Such as college and career readiness.
3. We also incorporated students being able to pretest and posttest remotely.
4. HiSet offers ProctorU to students who wish or need to test remotely.
5. Offer students Chromebooks to checkout for online instruction and online testing

Section II. Core Indicators of Performance 2021-2022

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

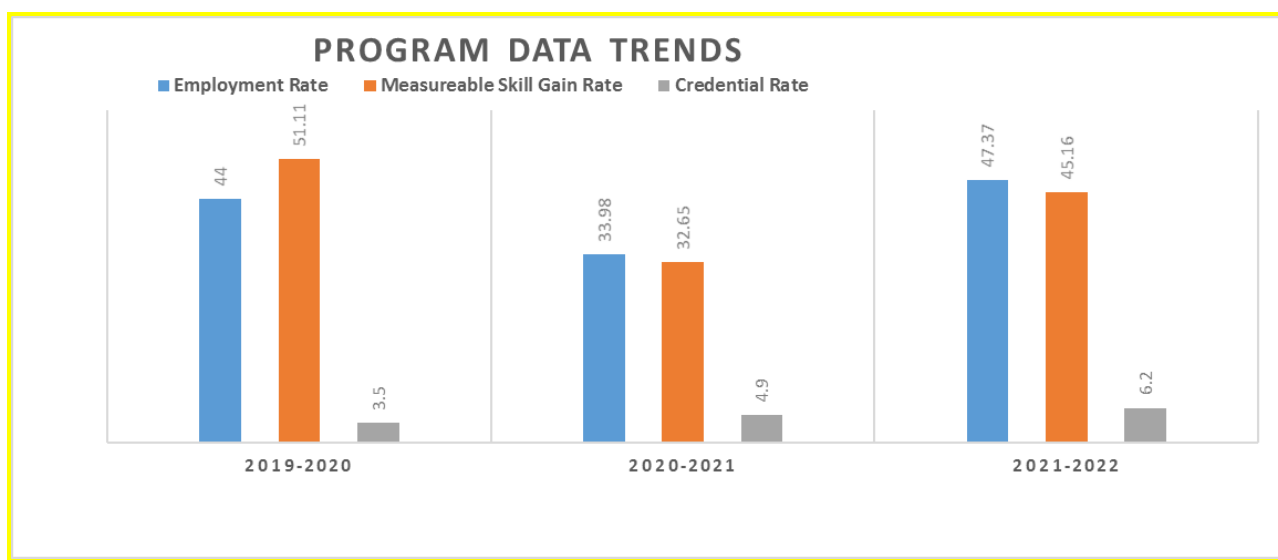
Performance Measure	Negotiated Level of Performance	Program Performance 2021-2022	Program Performance 2020-2021
Measurable Skill Gain (MSG)	37.1%	45.16%	32.65%
Credential Attainment Rate	20.4%	6.2%	4.9%
Employment (Second Quarter After Exit)	25%	47.37%	33.98%
Employment (Fourth Quarter After Exit)	35.3%	58.33%	9.09%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$4270.23	\$2647.67

Section III. Evaluation of Program Effectiveness

1. Discuss how your program performed relative to the core indicators of performance (see Section II). Did you meet, exceed, or fall short of these negotiated target levels? Please reflect on the reasons and support your answer with data.

Based on the data above, except for the expected credential rate, the AE program did meet or exceed the negotiated targets in Section II.

2. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data. Then, discuss in detail how you will improve program effectiveness in the upcoming program year.



Northern's Adult Education data trends are promising and provide a deeper understanding of the efficiency and performance of our program. It helps us identify areas where we can come together as a department, revisit current approaches, and brainstorm ideas to develop strategies and solutions for overall program improvement, growth, and student success. We will continue to use program data to analyze the effectiveness of our programs and use it as a tool to identify areas of improvement.

To improve and increase level gains, we will revisit and evaluate our instructional approaches, teaching materials, teaching strategies, and delivery of instruction. We will work with our instructors to discuss and revise the existing curriculum and assessments to increase the level gain readiness and outcomes.

Northern's AE department will work with students more closely to improve our credential rate in developing short-term academic/program progress goals and

expectations. We will continue to be a source of support and motivation for our students and provide them with available resources to earn their HiSET credentials successfully. Accessible resources through Northern include free math, science, reading, and writing tutoring. Free counseling services are available through Northern to our AE participants. If students need a quiet place to study, use a computer, or print, students have access to the AE computer lab.

3. Describe how your program uses data to improve quality and effectiveness of services provided.

Northern's AE program data helps us learn about our program, recognize areas of development, and evaluate and reset our program goals where improvement is needed. Additionally, we can use our program data to monitor program or curriculum changes and learn if newly implemented strategies are effective.

4. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.

At the start of the Covid-19 pandemic, our program was affected by the pandemic. The pandemic disrupted the way we deliver instruction. We went from an in-person setting to a remote/digital environment, resulting in new educational and technology challenges for the instructors, students, and AE staff. Instructors created engaging lessons on digital platforms to avoid absences and prevent students from leaving the program. Instructors also had to be resourceful in finding ways to keep students involved and actively participating in class online.

During the Pandemic, we did see a dip in employment rate, measurable skill gains, and credential rate overall. In general, the pandemic did affect our program numbers. As a state, employment rates were down. Businesses were closing, and workers were being laid off due to the pandemic. During this time, we did see a decrease in students' attendance and commitment to the program. Some could not focus or continue with AE classes while they had children at home doing online classes. All of the above factors did have a role in affecting our AE program during the pandemic.

In the fiscal year 2021-2022, employment rates, measurable skill gains, and credential rates increased. We have continued with remote learning. As a department, we are discussing our three options for delivering instruction: in-person

learning, hybrid, or virtual. We are following our students' needs, and that has been to continue with AE classes online. Transitioning from an in-person to an online forum has had its challenges, but the AE department has made good strides in developing high-quality remote instruction. It has adapted office protocols to address students' needs and concerns as they arise while working and offering classes remotely.

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 information, please see the appendix to this report template.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Federal Expenditures for this Service	Total Number of Participants	Average Cost per Participant	Total Cost for Program Year 2021-2022
Outreach, intake, and orientation information	Career Service				
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service				
Referrals to and coordination of activities with other programs and services.	Career Service				
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				
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				

Integrated Education and Training (IET) programs	Training Service				
Grand Totals:					

2. Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan.

Northern's Adult Education program collaborates with our local Workforce Connections office. The Workforce connections office works closely with individuals from the community and surrounding areas that may benefit from services provided by Northern's Adult Education program. Specifically when it comes to improving literacy skills, the need for high school equivalency credentials, and English as second language instruction. There is a referral process in place between Northern and Workforce connections so that we can work together to meet the needs of the individual.

In addition, a local Workforce Connections office member hosts virtual webinars for our Adult Education students on the topics of job searching, resume writing, job skills development, career exploration, college searching, cost estimate, and internship and community resource opportunities.

3. Describe activities and strategies your organization has implemented to partner with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you serve.
4. Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area.

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 2021-2022 program year.

1. Please describe the extent of your program's participation in the state-sponsored Career Pathways Initiative this year (CPI Year 3) and note any significant developments and/or challenges in your program's efforts to move toward a more pathways-oriented service delivery model.

2. Describe how your organization's activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please list their titles and describe how they fulfill the three requirements for an IET program (34 CFR 463).

The AE program offers IET activities to its participants by offering a class in Computer Skills, College and Career Readiness, and AE weekly webinars. These IET activities are targeted to teach students occupational and life skills to get them ready, think about their academic and career goals, and plan the steps to attain them.

3. If your organization is currently in the process of developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

The AE program will collaborate with Northern's Continuing Ed. Department to offer AE participants career training and employment opportunities through Continuing Ed. and Career Step.

4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

Section VI. Curriculum and Instruction

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.
2. Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

AE instructors use Zoom as their primary platform for delivering instruction remotely. Instructors utilize the Zoom breakout rooms to have students work together or for individualized sessions with the instructor. Using Zoom breakout rooms permits the instructor to do remediation, extensions, or advanced work with

each student, as needed. Within Zoom, our AE instructors use the share function to present resources and information, instruct, and model. The chat function checks comprehension, encourages collaboration, and keeps students engaged. Additionally, email is used for sharing and submitting assignments

3. Describe how your program aligns instruction to the CCRS. Please include information on curricular resources used to support the implementation of CCRS.

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

For this section, if the program received IELCE funding for 2020-2021, please describe IELCE activities and services provided by the program this fiscal year.

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

1. Please indicate the number of IELCE students (12+ hours) served:
2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
3. 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.
4. 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.

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 2021-2022, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Describe the relative rate of recidivism for criminal offenders served. Include the methods and factors used in calculating the rate for this reporting period.

IX. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2021-2022. Please fill out all of the information requested.

Last Name	First Name	Position	Salary	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Wagner	Julianne	Lead Instructor		Part Time	BA San Francisco State University, MA California State University,	3 Years Teaching In Adult Education	Pathways to Success: Teaching Lower-Level Students Professional development included identification of learning disabilities, classroom adaptations, assistive technologies, and resources.	April 27,2022	Webinar
Hernandez	Madeline	Reading I Instructor		Part Time	Masters Degree at New York University	Teaching Adult Education for 23 years	Pathways to Success- Peer Coaching Mar 2022 Race in AE Jan 2022 Standards in practice Feb 2022 Teaching Low-Level Students April 2022 Asset- Based Teaching in ESOL Nov. 17,2021 New Hire Orientation Sep. 22,2021 Teaching in Jail Dec. 15,2021 UNM- Basic Annual Safety Training Nov. 11,2021 Prevention of Harassment and Discrimination Nov.11,2021 Active Shooter on Campus: Run, Hide, Fight Nov. 11,2021 NM Career Pathways Initiative June 3,2022		
Olivas	Cristian	Data Technician/ Admissions	15		Adult Education HSE Credential	2 Years working with	NNMC- Working Remotely Feb 23,2021		Webinars

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			Adult Education	CSAM: The Road to CyberSecurity Training Nov 7,2021 Just the Facts: Malware Nov 29,2021 Just the Facts: Mobile Security Jan 5, 2022 Just the Facts: Safe Web Browsing jan 31,2022 Just the Facts: Phishing Mar 7, 2022 Just the Fact: Removable Media Mar 31, 2022 Just the Facts: Public Wi-Fi May 13,2022		
Lopez	Gloria	ESL Instructor	BA degree from Adams State College- Major- Elementary Education - Double minor in Bilingual Education and Mexican American Studies. MA degree from Colorado State University- Major- Instructional Leadership.	Test Security Training: October 2021 Sexual Harassment/Active Shooter on Campus: September 2021 Multicultural Awareness/Diversity Training: September 2021 Covid Protocols: November 2021 WIDA/ESL: January 2022 Test Security Training: March 2021 NM Bilingual Conference: April 2021		

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X. 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 from Section IV. of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs.

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.

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Please indicate FY 2021-2022 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
<input type="text"/>	<input type="text"/>	<input type="text"/>

5. Please indicate FY 2021-2022 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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

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
1259	\$54.48	\$68,590

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2021-2022.

Source	Amount
None	0

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year.

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
None	

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2022.