

**Annual Program Report
Cover Page**

Program Name: Adult Education Services
Institution or Organization: Western New Mexico University

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Fiscal Year: 2019-2020

Submission Date: 09/01/2020

Program Director, Manager, or

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Magdaleno Manzanárez

08/25/2020

Signature of the Chief Executive Officer or Designee

DATE

Magdaleno Manzanárez, Vice President of External 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. Please list your program's three highest priority goals for the 2019-2020 program year. Discuss your program's progress on each of these goals, as well as any additional program year highlights you care to share. If you encountered significant goal-related challenges that were NOT due to the COVID pandemic, please cite them here; pandemic-related program impacts will be addressed separately in question #4 below.
 - a. The program was focused on educating students to become experienced and comfortable with online learning. The program has been offering live online high school equivalency classes for the past year, this was developed to assist students who live in rural areas that could not attend a face-to-face class and for those who had other issues that might prevent them from attending class. This class was offered morning and evening, with the same lesson being presented so students who had changing work schedules could attend the class that fit best and not miss a lesson. This program enabled our students to be prepared for the transition from classroom learning to online learning in mid-March. With preparing them to learn electronically most students have reported that they were able to assist their children to attend classes online for the Fall 20 semester.

Adding the required online learning to all classes, when the first COVID-19 stay at home orders were issued, all instructors went home and started teaching online (our students only had 2 weeks off-1 week for spring break and 1 week so we could fine tune the online learning). The program was able to maintain enrollment of 64% from pre-COVID to active COVID. The Fall 20 semester has seen a decrease in student enrollment from Fall 19 but several returning and new students have expressed that they will return in the Spring. All employees felt mostly prepared for the cross-over from classroom to online classroom which assisted students in feeling comfortable with the transition.
 - b. Strengthening our relationship/partnerships with various organizations and WIOA partners was the second major focus for the program. During the year we were developing a detailed resource guide to assist students with their various needs to maintain life. During the process of researching available resources, the program was able to start or enhance relationships/partnerships with local/state/federal government agencies, local community non-profit groups and other educational systems. The relationship the program has with WIOA partners grew every time we meet. Students are encouraged to work with partners as services are needed. Both the program manager and computer skills tutor worked with students who were no longer working due to COVID file for unemployment claims, register with on the Workforce website and learn how to use the valued tools available to search for employment or training programs. Two students have reported they are working with local hospitals/clinic to complete their CNA training/employment due to their involvement with WIOA partners.

These partnerships were not limited to WIOA/non-profit organizations but to local corporations, PNM has been a strong partner of this program and with their grant we were able to provide laptops to students during the COVID crisis, issue testing vouchers to students and offer digital literacy certification program (this program started Fall 20 but was being developed during FY 19-20). Without our partnerships we would not be able to effectively help our communities grow and become economically better.
 - c. The program was working towards being able to offer co-enrollment in our program and WNMU community college department. This was started and approved as long as students qualified for the

Ability to Benefit federal financial aid. The program was working with about 20 students to start this education either during the mid-spring or summer semesters but due to COVID issues all students opted to wait until they had a better understanding of new norms and requirements to attend the community college courses online. The program still has many students who would like to co-enroll but due to their current demands on their lives, students have advised us that Spring 21 would be the first semester they would be interested in enrolling into a community college program. The program is maintaining an open line of communication with WNMU community college department so when students are ready to start that adventure everyone is ready.

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.) How have these collaborations supported your program's goals?

- a. Most of the cooperative arrangements our program has with other agencies/institutions/organizations are informal agreements. All partners refer prospective students to the program via the online application or physical email referrals. The program has received support in funding and referrals from PNM for several years. Partnerships with local school systems and early childhood educational programs has enable to the program to either assist those in public school to determine what educational plan-public school or our program-works better for them towards their adult goals. The program is working with several high schools to either develop a referral process to the program or advisement system to determine if the public-school student is a candidate for this program-this has assisted several students to determine that public school is better for them and they have either just graduated or will graduate this school year from public school.

Working with local literacy programs has not only benefited the program but our students, currently most literacy programs are trying to figure out how to offer services online but we will continue to work with all groups. One of the biggest challenges in maintain our cooperative arrangements is electronic communication. With most locations working from home, maintain connection and getting responses has been slower but still being maintained.

3. Describe your participation in any statewide initiatives and how that participation has affected your program's goals. (For example: Justice Initiative, Career Pathways Initiative)

- a. Getting better educated about Career Pathways and how even a small program like this one can make it happen. This has given fresh new ideas and movement to finding and assisting students with developing a career pathway plan and how to complete this goal. Most of our students don't understand or have plans about a career. They are looking for employment that will pay their immediate needs not their life goal needs. Having the tools that are available via the workforce website and other partners has given the students a glimpse into their futures. Many would answer the questions, "What do you want to be when you grow up?" with generic answers but after they research and discover there are many options, their answer changes. The biggest problem the program faces is getting enough students to want the same degree field, so the program has been working with WNMU and currently WNMU will accept the Ability to Benefit financial aid. Students understand, like most services, they have to qualify but with current issue with COVID all students who would have been attending the fall semester under this aid have chosen to delay entry until the spring semester.

4. 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.
- a. **The biggest impact COVID had the program was not just the switch from face-to-face classes to online but official testing dates being cancelled. The program had about 30 students who were issued testing vouchers that could not complete or start their testing until now. Even now most testing centers are not open or have very limited testing dates. Trying to remote test will be difficult for our students due to the strict regulations required to remote test. Mostly it was forcing students to accept the fact that learning is now technology based. The program has been preparing students for technology-based learning for years, this help our students to be little bit more prepared when the change over happened in March.**
 - b. **Maintain contact with partners became very difficult since many of them have been working remotely and are not answering their main phone numbers. This is currently being updated, contact information for all partners and what partners are still operating. The hardest thing that is being reported by students is the feeling of being alone and the added responsibility to their families. We are trying to assist students with all possible resources and/or outreach.**
 - c. **For years the program, as stated in prior information, has been getting students ready for technology-based learning, one of the areas that the program did change due to COVID is all classes/tutoring is online but we mailed students paper-based instructional material. All research shows that people are already burning out on being in-front of screens all day, so we added paper-based material. Many students thought it was funny since for years we have been saying, "Books will eventually go away" and now we are promoting it. Students like that they are given options and most have chosen the paper-based for outside the classroom learning.**

Section II. Student Data 2019-2020

Please enter the following information regarding student count/hours for:

- your total program
- each satellite site

	Total Program	Site: Silver City	Site: Denning	Site: T or C	Site:	Site:
Total count of students with fewer than 12 hours (Table 2A)	17	8	5	4		
Total count of students with 12 + hours	120	69	38	13		
Total contact hours for students with 12 + hours	9039	4896	3294	849		
Average contact hours for students with 12 + hours	75	71	86	65		
Average contact hours for students with 12 + hours experiencing level gains	115	111	113	127		
Count of all HSE graduates with 12 + hours	5	1	4	0		
Count of HSE en Español graduates with 12 + hours	0	0	0	0		
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	42%	42%	50%	31%		
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	67%	0%	67%	0%		
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	52%	57%	45%	38%		
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	56%	0%	56%	0%		
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	68%	68%	81%	54%		
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	56%	0%	56%	0%		
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	20	16	3	1		
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	12	10	1	1		

Adult Education Local Provider Annual Report

2019-2020

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Catron County	All
Lower Luna (Columbus) County	HSE/ESL in-person
Lordsburg	HSE in-person

Section III. Evaluation of Program Effectiveness

In this section please address program performance and demonstrated effectiveness. Look at the data for individual sites, as well as for your program as a whole.

1. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?
 - A. The program uses several methods to review performance and to determine how to improve it. One source is LACES the database that all student performance information is maintained. Using LACES enables the program to see student past/current progress.
 - B. Student evaluations of their instructor is a method we use to verify that instructors are connecting with their students and do the students feel that they are making progress.
 - C. Using data from workforce/local organizations, groups, non-profits to determine the direction the program needs to maintain and what resources are available to both the program and students.
 - D. The program has either weekly or bi-weekly meetings where all employees can share information and best practices.

2. When you look at your program data, how effective do you gage your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.
 - a. Using the LACES data enables the program to look into the past to try and predict the future. Using the data in LACES has shown us the attendance practices of prior students and effort level over 14 years in any of the counties services are provided.
 - b. Having a standardized database enables not only the data tech but director to review information in real time, this helps with where to recruit, who is referring students to the program, and what is the past/current needs of the students in any given area. Using this information has assisted the program with partnerships either strengthening, reorganization, or establishing.
 - c. Using the data available via workforce assist the program is helping students with available direction towards employment. This has helped the program convince a student who wanted to be a marine biologist in Silver City that she would not get employed in that field anywhere in NM, so she started looking at other interests she had.

3. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.
 - A. One of the biggest trends we are seeing in the LACES database, workforce employment data and information received from WIOA partners, is that as personnel change in most/any of the organizations the programs works with the needs are changed. On a regular basis we receive a request to offer in-person education to Lordsburg. Currently this program has no location to offer classes and when we did have a stable location, students did not attend classes or tutoring but on a regular basis the program would be promised by prospective/current students that they would start to attend and they did not. Currently, the program is working again with the Workforce board and Lordsburg Literacy program to establish services. The data says they will not show but we still try to offer services because the residents of that county indicate they want the services.

Sometime the data does not lie but you can't always do just what the data says will be successful.

- B. The data has shown the program that in Luna county ESL students don't enroll until after Mid-October due to seasonal employment. So to have low enrollment in Luna county for the beginning of the fall semester is normal, higher enrollment happens around end of October to beginning of February, then enrollment drops again due to season employment.

- 4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.
 - a. Class offerings and enrollment practices are modified to location and season. The program has improved local awareness of the program with WNMU assistance.
 - b. Maintaining understand that all counties have different needs and designed a system and deliverable timeline that will accommodate each county needs.

- 5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.
 - a. The program has been for years getting students prepared to learn via technology so the transition to online learning was a little easier in the Spring but we know that there will be new obstacles our students will need to over come in the fall when it will be them and their children learning online. We will adjust class times/length of class and add paper-based learning to the mix.
 - b. The program retained from pre-COVID enrollment to lockdown enrollment 64% of the students. Enrollment for the fall semester is expected to be lower then prior fall semester but that will improve as student's lives are adjusting to the new temporary norms.

Section IV. WIOA Partner Activities, including Integration with One-Stop Partners

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena.

- 1. Please provide an estimate of FEDERAL FUNDS used during the 2019-2020 fiscal year to support Title I WIOA related activities and services through the One-Stop system.

n/a

- 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 under section 108 of title I of WIOA.

- a. The program has continued to apt classes being offered and career pathway information to align with the Workforce development area plan. Currently the program is working with WNMU on a grant that is focused on the workforce development area plan and the career pathway fields it is promoting for the different county's services are offered.
3. Describe activities and strategies your organization has implemented to demonstrate partnership 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 will serve.
 - a. The program is always engaged with LWDB and works with the board to develop a better understanding of what and who Adult Education is and how we service the residents of our communities.
4. Include a copy of your program's MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.

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 2019-2020 program year.

1. Please attach your original Career Pathways Initiative Action Plan + final Progress and Sustainability Plan to this report.

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 describe how they fulfill the three requirements for an IET program (34 CFR 463)

A. The program is working with both Workforce partners and WNMU to enable students to enroll into a certificate or certification program while attending Adult Education classes. At this time most students due to COVID have opted to enroll into post-secondary programs Spring 21. The online and book-based instructional material are related to preparing students for either employment or entering post-secondary training programs.

3. If your organization is currently in the process of actively 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.

A. The program is working with WNMU to offer students' educational opportunities while enrolled in the Adult Education program and after graduating from the AES program. The AES program is using various online programs so students can start working on information needed towards their career pathway.

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.

A. The program offers employers formal work-based learning for their employees, customized to their needs. As for students in the program, currently we offer Digital Literacy education and certification towards digital literacy linked to employment. Other opportunities as they become available are offered to students.

Section VI. College and Career Readiness Standards

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS). Of course we understand that your answers to the questions below will necessarily include both pre-and-post pandemic realities. We trust you will capture both and organize your responses in a way that makes most sense to you and adds helpful perspective to information already supplied in earlier sections of this report.

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.
 - A. After students have completed the TABE assessments, instructors meet with students one-on-one to design a learning plan to their educational and employment needs. Paying attention to students skill development during enrollment has enabled instructors and students to modify the learning plan to the current need.
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.
 - A. Currently due to COVID all instruction is online, but the program has been working for several years to get students ready for this transition. The program offers instructor-live lead classes, student independent learning with instructor availability, independent book-based learning with tutoring support in Math and English, and Digital Literacy tutoring and certification. Those without access to internet are being referred to partners who might be able to provide this resource, but if internet access is not available then they are put on a book-based learning with tutor support, until students can return to face-to-face classes. The priority for bringing students back the classroom is no internet access, low digital literacy skills, and low reading/math skilled students will be the first to be offered in class learning.

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

For this section, if the program received IELCE funding for 2019-2020, please describe IELCE activities and services provided by the program so far this fiscal year.

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

- 1. Please indicate the number of IELCE students (12+) served:

n/a

- 2. Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.

- 3. Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

2. Please indicate FY 2019-2020 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
200	8.5	1700

3. Please indicate FY 2019-2020 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
120	15	1800

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

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

6. 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
3000		

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)
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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2019-2020.

Source	Amount
PNM Foundations	25,000

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2019-2020 fiscal year.

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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, 2020.