New Mexico Adult Education Local Program Annual Report 2022-2023

Annual Program Report
Cover Page

Program Name:	**Adult Education**
Institution or Organization:	**Northern NM College**
Address:	**921 Paseo de Onate**
City:	**Espanola**
County:	**Rio Arriba**
Zip:	**87532**
Main Phone:	**505-747-2100**
Website:	**nnmc.edu**
Social Media:	
Workforce Region(s) Served:	
New Mexico Counties Served:	**Rio Arriba**
Submission Date:	
Program Director, Manager, or Coordinator Name and Title:	**Cecilia Romero – AE Director**
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[signature]   8/31/2023

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

Provost and VP for Academic Affairs

Typed Name and Title:

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 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, educating, and supporting learners by developing their literacy and college and workforce readiness skills 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, College and Career Readiness, and IET classes in welding and in basic CDL training. Adult Education students also participate in workforce and career exploration webinars, in-person presentations, and activities.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them**. If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

   The AE program did experience staffing challenges in FY 2022-2023. During the FY 2022-2023 we did experience the resignation of our AE director and data technician. In addition, we had several part-time instructors leave. The AE director position was filled in September of 2022, the data tech position was filled in mid-February of 2023, and one part-time instructor was hired in May of 2023. Although we, did experience staffing challenges the AE program continues to build a strong team and collaboratively work together to achieve program objectives and support students.

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?

   The Adult Education program offers an array of HiSET preparation classes offering greater flexibility to deliver instruction and facilitate learning while being mindful of students learning styles and barriers. Since the start of Covid-19 in 2020, all in-person classes were transitioned to remote classes and remained remotely until May of 2023. Since the inclusion of in-person classes we have seen an overall increase in not only program enrollment, but also in in-person learning. Going into the 2023-2024 fiscal year we would like to focus on continuing to offer different modes of instruction and assuring that

6. New Mexico Workforce Connections provides students with job readiness skills, resume and cover letter writing support, and interviewing tips. The Workforce Connections department also provides students with job searching assistance and information on apprenticeship and internship opportunities.

7. Northern's food pantry La Despensa del Barrio. AE students are provided with weekly points where they can purchase groceries and personal hygiene products.

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)   _____75_____

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P)   _____34_____

Post-testing rate (Table 4B, last row of column B to number of NRS participants)   _____45_____

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%	35.53
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0
Employment Second Quarter After Exit (Table 5, first row of column G	23.0%	37.5
Employment Fourth Quarter After Exit (Table 5, second row of column G	24.0%	51.72
Median Earnings Second Quarter After Exit (Table 5, third row of column G	$3,700	$2,882.32

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.

   Students retention continues to be a priority and of importance. The AE staff regularly has meetings to discuss and re-evaluate program retention efforts. Our retention rate for non-NRS participants is 45.3% and for NRS participants is 68.8%. On occasion we have students who complete pretesting and the paperwork for enrollment and do not follow through with attending the program. To limit the number of students who fall into this category or those students who briefly attend and leave the program, we are planning on changing our onboarding process. Presently, students are pre-tested prior to onboarding/start of a new term. We are planning on pre-testing students following a week of completing onboarding activities. In addition, we would like to intervene sooner when we first notice that a student is missing class and check in with the student to identify and come up with solutions for any barriers or challenges that they may be experiencing that is keeping them from attending classes regularly or leaving the program before earning their HiSET credential.

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.

   1. In efforts to relieve some of the nervousness and anxiety around test-taking we provide students with a stress free and pleasant testing environment. We also have workshops focusing on coping strategies for general and test-taking anxiety. In addition, we explain to students that the assessment isn't a pass or fail assessment. Rather, it assists us in identifying where they are currently, and provides us with the opportunity to better track and measure their growth of the content that has been covered in AE classes.

   2. During student orientation we discuss students' expectations in great detail and go over the importance of post-testing and explain how we use it to greater support students and as a tool help them meet and achieve their learning needs and goals. In addition, we go over the Commitment Contract that each student signs upon enrollment which has a section about post-testing.

   3. If a student has informed us that they will be leaving the AE program and if they have enough instructional hours between their last assessment, we will administer a post-test prior to them leaving the program.

   4. In order to improve post-testing rates and to consider AE students challenges whether it be challenges with childcare, transportation, or work or family

obligations, we offer flexible scheduling along with in-person and remote testing.

5. In efforts to improve post-testing rates, we are planning on offering a one week bootcamp the week prior to post-testing. Instructors will be provided with students last post-test scores to identify concepts to be covered during the bootcamp.

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.

   In measurable skill gains the AE program did meet and slightly exceed the negotiated level of performance that was set with a percentage rate of 35.53%. For employment second and fourth quarter after exit the negotiated level was met and exceeded. There was a slight decrease in median earnings second quarter after exit. The negotatied level of performance was at $3,700 and the program performance for 2022-2023 is at $2,882.32.

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

   With the exception of credential rate, the AE program did meet and slightly exceed the set negotiated target levels. To improve credential rate, we will provide students with instruction that is specific to what's on the HiSET exams while building upon and strengthening their foundation in math and literacy skills. We will also use an array of assessments to hone in on students' weaknesses and identify when students are ready to begin HiSET testing. We will continue to provide services and encouragement to students to tackle and overcome any challenges that may prevent them from completing the program and earning their HiSET credential.

5. Consider your performance data from the last and previous program years. What trends do you see?

Performance Measure	FY 2020-2021	FY 2021-2022	FY 2022-2023
Measurable Skill Gain	32	43.75	35.53
Credential Attainment	1	4	6
Number of Participants	49	31	75

Northern's Adult Education data trends are promising and provide a deeper understanding of the efficiency and performance of our program. In FY 2022-2023 we did see an increase in the number of students who earned their HiSET credential and enrollment is approximately double the size in FY 2022-2023 compared to past fiscal years. We will continue to review program data to study the effectiveness of our program and make strides in improving our performance measures.

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.

The AE program continues to carefully evaluate and learn from its program data to recognize challenges and take steps towards making any necessary program or curriculum changes and improvements to help students thrive. Program data is also permitting us to identify and intervene when a student may need extra help. The AE program will continue to use its program data to develop strategies for continuous improvement.

To improve and increase level gain outcomes based on our data, we will revisit and evaluate our instructional approaches, teaching materials, teaching strategies, and delivery of instruction. Additionally, we will work with students more closely to improve our credential rate in developing short-term academic/program development goals.

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	96	$41.92	$4000.00
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	96	$107.29	$10,300.00
Referrals to and coordination of activities with other programs and services.	Career Service	10	$57.00	$570.00
Provision of performance information and	Career Service	24	$47.50	$1,140

program cost information on eligible providers of education, training, and workforce services by program and type of provider.				
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	29	$55.17	$1,600
Total:		255		$18,210
Integrated Education and Training (IET) programs	Training Service			

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

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

New Mexico Workforce Development in collaboration with NM-Help purchased the required equipment and supplies for the AE programs IET welding and basic CDL training class. Purchased equipment included welders, welding gloves, personal safety equipment, and CDL training manuals.

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 AE program incorporates workplace activities into our program and its curriculum to help students identify possible career interests and pipeline them into on demand occupations. We do this with the help of our community, local employers, and NM Workforce Connections. We communicate regularly with representatives from Workforce Connections to learn about and connect students to career opportunities, education and on the job training opportunities, internships, and apprenticeships. Members from the community and local employers also participate in in-person career and college exploration presentations.

In addition, working and collaborating with the New Mexico Department of Workforce Solution has allowed students to engage with college professors and experience a college environment. The Rio Arriba County ESL students have joined our AE program on campus and have established a relationship with the workforce connection along with the NM HELP.

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.

   The AE program does focus on career readiness and exploration. To prepare students to become more employable and job ready. The AE program offers a computer skills class through Essential Education for those individuals who want or may need to develop their skill level in computer literacy or keyboarding.

   Additionally, throughout the term students have the opportunity to learn about various careers. The AE department welcomes representatives from New Mexico Workforce Connections, various military branches, and local employers to come and talk to students about career opportunities in different career fields. These presentations have been great in helping students realize the relationship between academics and career, and helping them to start planning towards those goals.

   The EOC department through Northern provides students with support in career exploration services and activities. Through the EOC department AE students are able to visit various colleges in New Mexico and learn about the degrees they offer and possible career choices, tuition cost, and financial aid and scholarship opportunities.

   Although, we currently do offer advisement, this coming year the AE program would like to focus on advisement since enrollment to improve students' progress and program completion. Advisement sessions provides us with the opportunity to know the student more along with their barriers, in return we can personalize the support and services they need to be successful in the program.

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:

   <u>IET Welding</u>

   The AE program offered an IET welding class to its AE participants. Participants were concurrently enrolled in an AE math or reading HiSET preparation class while also taking the IET welding class. The IET welding curriculum provided workforce preparation activities and job readiness skills. Participants who completed the IET welding course

received a certificate of completion that they can submit to the Union Section 412 in Los Alamos, NM to gain employment.

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

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.

    Towards the end of fiscal year 2022-2023 the AE program was able to offer its first IET class which was in welding. We had one student who participated and successfully completed the class. Currently we offer IET classes in welding and basic CDL training. Enrollment for the IET basic CDL training class that is taking place in fiscal year 2023-2024 already has seven students signed up. Moving forward and still in the planning stages, we would like to offer IET classes in CNA (certified nursing assistant), electrical lineman, plumbing, culinary, and electricity. The IET culinary program will be the first addition to FY 2023-2024 IET classes. Although things can change and the unexpected can happen the anticipated date is scheduled for January of 2024.

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process. Make sure to include the timeline of when the initial assessments are administered.

    Prior to orientation students have already completed the required paperwork and pretests. During student orientation the program expectations and students' expectations are discussed in great detail. In addition, we go over level I and level II classes along with the class schedules. We also take the time to go over the importance of post-testing and explain the scores and levels from pre-testing.

    During orientation students participate in ice breaker activities to encourage student interaction and team building. While on campus students visit the AE classrooms, the HiSET Testing Lab, and the Food pantry. On the day of orientation, quest speakers are invited in the following areas:

    -   Northern's HiSET test administer (HiSET testing, scores, and testing requirements).
    -   Northern's Security Department
    -   Northern's Counseling Department
    -   Student Speaker (former AE graduate)

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 Programs class schedules provides adequate frequency of instruction that promotes student growth and strengthens students understanding of concepts being taught in HiSET preparation classes. In addition to attending their regularly scheduled classes, AE participants have the option to earn additional instructional hours by using either TABE Academy or HiSET Academy online.

- Online HiSET preparation classes (level I and level II) with daily live Zoom lessons. Classes are held Monday-Friday 8:30am-12pm. Approximately 60 hours of instruction in each subject per eight-week term.

- In-Person HiSET preparation classes (level I and level II) held Tuesday, Wednesday, and Thursday from 9am-12pm. Approximately 36 hours of instruction in each subject per eight-week term. In FY 2023-2024 Instruction will be offered Monday thru Friday instead of on Tuesday, Wednesday, and Thursday only.

- HiSET preparation classes via Essential Educations HiSET Academy online platform. A minimum of six hours per week are required. Approximately 48 hours of instruction per eight-week term.

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.

In addition to what was listed in Section 1, while on campus students have access to wi-fi, a computer lab, and printer. Students who need a quiet location with reliable internet may use the computer lab to attend their live Zoom sessions and work on their modules in HiSET/TABE Academy.

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.

Due staffing challenges turnover of instructors and program directors program curriculum is not exactly aligned with the College and Career Readiness Standards (CCRS) and/ or the English Language Proficiency Standards (ELPS). Aligning program instruction to CCRs and/or ELPS will be of focus in FY 2023-2024.

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.

   Critical social theory, while based and diverse in its perspectives, provides the framework for this research. Critical theorists typically believe that reality is socially constructed and reproduced by people; that their lives are shaped by social, cultural, economic, and political forces. By illuminating inequities and oppression in society, critical theorists challenge dominant ideologies. Historical critical theorist Karl Marx focused one class analysis of inequity in society. As critical discourses have evolved over time, some began to traditional frameworks that focused on class alone and the patriarchal, Eurocentric experience. Students are having to identify the traditional canon of critical theory as abstract and why it is being removed from the daily activities of critical educators, leaving issues of power, voice and representation unchallenged and relations of oppression free to reproduce. This and other foundational pieces that address culture, social, economic, and political factors.

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).

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
     _____

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.

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.

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.

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.

New Mexico Adult Education Local Program Annual Report 2022-2023

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

> N/A- The AE program did not serve any individuals while they were incarcerated or institutionalized.

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).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: 0 ☐

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. 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.

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.

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
32	$12.00	$320.00

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

Total hours contributed	Fair Market Value per Hour	Total
32	$10.00	$768.00

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

Total hours contributed	Fair Market Value per Hour	Total
32	$24.00	

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.

$65,000.0

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

New Mexico Adult Education Local Program Annual Report 2022-2023

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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

    B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount