

New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report Cover Page

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County:	Santa Fe	
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Workforce Region(s) Served:	Southwest, Eastern, Northern, Central	
New Mexico Counties Served:	All	
Submission Date:	09/03/2024	
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Byron Brown
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Date: 2024.09.03 07:50:43 -06'00'

Signature of the Chief Executive Officer or Designee

DATE

Byron Brown, Director Reentry

Typed Name and Title:

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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 New Mexico Corrections Department (NMCD) Adult Education (AE) program is offered at ten correctional facilities in New Mexico.

Correctional Facilities include eight state and two privately run facilities, with demographics varying by age, race, sex, gender, offense type, and student educational levels.

NMCD's AE program structure is strategically built on the Career Pathways Service Delivery Model, a key component that aims to increase the likelihood that the student educational experience provides practical career tools for post-release success. The primary areas of focus for the current fiscal year is to cultivate a career culture beyond simply attaining a High School Equivalency (HSE) credential and develop the network needed to ensure students have the opportunities and the tools necessary to successfully transition back to their families and communities upon release. Success is dependent on aligning student goals with evidence-based pathways for career readiness and post-release success.

WIOA/ Title II funding is used to foster adult education and skills development programs that accelerate the achievement of high school equivalency diplomas and credentials among incarcerated individuals, those with limited English language skills, and the disadvantaged. The Title II funds are also used for activities that guide eligible candidates (16 years and older) through essential skill development and other opportunities, such as obtaining postsecondary education, career technical education, and employment/career readiness. Such adult learning activities include:

- **Effectively integrating technology into curricula and instruction.**
- **Creating integral pathways from academic to career oriented.**
- **Effectively engaging community partners and coordinating services between school and community.**
- **Helping all students develop the skills essential for learning readiness, academic success, and career goals.**
- **Development of programs and activities that increase the ability of teachers to teach adults with disabilities and English language learners.**
- **Valuing the role of educational staff by providing them with training on strategies to integrate rigorous academic content and provide effective career/technical education and work-based learning.**

For FY 23-24, NMCD has launched four different CTE programs throughout its facilities:

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CTE Programming 23/24							
Facility	CTE Program	Student Participants	Completers	Amount Per Student	Total	Comment	WIOA Board / College
RCC	CDL	11	7	\$5,000.00	\$55,000	Two students to finish CDL testing on 8/23/2024; Transferring another to SNMCF to finish CDL testing. Potential of having 3 more completers	Eastern
PNM	Culinary	11	8	\$8,500.00	\$76,500	WIOA paid out for 9. Last participant was ready to complete, but was let go due to disciplinary.	Northern
SCC	HEO	8	In Processes	\$7,270.00	\$72,700.00	Students are completing testing in NCCER CORE; IWP-Heavy Equipment Tutorial	Northern
OCPF	HVAC	10	10	\$1,247.64	\$37,429	OCPF is on its third cohort which runs three semesters long. This cohort is on its second semester. This is the amount for just classroom tuition.	Dona Ana Community College
				\$10,642.90	\$106,429	This amount includes instructor pay at \$34,500.00 a semester.	

- 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.

Similar to the past three years, there has been turnover in the position of Education Administrator (i.e., AE Director). After filling the position in March of 2024, The newly elected AE Director has brought in a wealth of standardized knowledge that has assisted in implementing programming efforts and lessened instructor anxiety regarding the direction of adult education within the department. New Mexico Corrections Department also hired an Education Administrator for Post-Secondary and an Education Administrator for Career Technical Education / Integrated Education Training. These newly developed positions will better prepare NMCD to make great strides and progress toward WIOA/Title II goals. With guidance from the Reentry Director and Deputy Director, new goals toward developing vital partnerships, building solid cross-curricular programming, and assisting in smooth transitions will better equip students for the future and lower recidivism rates throughout New Mexico.

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

Technological resources include educational TV and a closed-circuit cable network utilized throughout each facility. American Prison Data Systems (APDS) Tablets have been deployed throughout the correctional system to allow for broader availability of educational resources. These tablets have also increased instructional time; NMCD is also in the planning stages of utilizing them to deliver quality instruction to its higher custody inmates and assist facilities struggling to employ AE instructors through a secured communication video platform.

Despite occasional lockdowns and restrictions, our instructors have been resourceful in delivering education. They have continued to provide instruction in the housing units and deliver homework,

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materials, and lessons through internal mail. In addition, they are using supplementary devices like Study Buddy's, which provide a rich learning experience through multimedia instruction, tutoring practice, and guided feedback.

With the fiscal year 24 – 25, NMCD is bringing in a new tablet service called Smart Communications. Smart Communications tablets will be similar to APDS because they bring educational resources to our students in education, reentry, career orientation, and other vital skills needed for returning citizens. The most significant difference between the two is that all persons incarcerated will receive a Smart Communication tablet, which allows the expansion of educational resources and learning to all incarcerated.

- 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.

Program Name	Partner	Description	Formality
Project Echo	UNM	Health education and peer mentorship training	Formal
Roots of Success	Roots of Success	Program to enhance environmental literacy	Informal
Fathers Building Futures	Fathers Building Futures	In-reach program to provide cognitive and relationship skills for transition into paid carpentry positions upon release	Informal
Employability Workshops	Goodwill of NM	Pre-release employability skills training	Informal
NCCER REW (Core, Level 1 and 2 electrical) NCCER CEW (Level 3 and 4 Electrical) NCCER Core NCCER Carpentry Welding Heavy Equipment Operator (CAT Simulators)	National Center for Construction Education & Research NCCER	NCCER develops standardized construction and maintenance curriculum and assessments with portable credentials. These credentials are tracked through NCCER's Registry System that allows organizations and companies to track the qualifications of their craft professionals and/or check the qualifications of possible new hires.	Formal

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Dona Ana Community College NMSU-Grants Mesalands Community College	Post-Secondary College Certification and Associates degrees.	All three post-secondary institutions offer an array of certificate and associate degree programs.	Formal
Eastern, Southwest, Northern Area Workforce Development Board	Workforce Solutions	Assist in improving employment and poverty rates through workforce development, enhanced services for employers, and ensuring fair labor practices and workforce protections for all New Mexicans.	Formal
DVR	New Mexico Division of Vocational Rehabilitation	Assists New Mexico residents with disabilities with an array of assistance through: <ul style="list-style-type: none"> • Vocational Counseling and Guidance • Joab Search Assistance / Job Development/ Job Placement Assistance • Pre-Employment Transition Services • Disability Determination Services • Vocational Rehabilitation Technology • Employment Training 	Informal
Women in Leadership	Community Outreach	Empower, and inspire women to develop self-advocacy skills in order to become leaders through personal and professional growth by providing access to leadership development and educational opportunities.	Informal

5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2023-2024:
- a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?
 - b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?
 - c. What were your main successes and challenges in implementing your PL Plan?
 - d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

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New Mexico Corrections Department collaborated with NM DELT for a weeklong training. The training covered:

- **Applying adult learning theory to practice**
- **Addressing the needs of neurodivergent learners**
- **Complying with the Adults with Disabilities Act (ADA)**
- **Provide a psychologically safe environment for learning.**
- **Apply six brain science principles to in-person instruction.**
- **Use the 4Cs Map to design and deliver brain-based instruction.**
- **Create engaging lessons that combine your topics with the concepts and strategies from the course.**
- **Experience and collect dozens of interactive activities to engage learners.**
- **Become a member of one or more TBR communities of practice.**
- **Define and analyze the 9 Central Skills from the Teaching the Skills That Matter Toolkit**
- **Articulate what contextualized learning means for learners in a correctional setting**
- **Modify TSTM lessons to make them functional in the correctional setting, including considerations of instructional delivery and learner relevance**
- **Universal Design for Learning (UDL)**

Adult Education staff were able to take these lessons and implement them in a correctional environment. This training is meant to better assist AE staff with:

- **Higher percentage of Measurable Skill Gains (MSG)**
- **Higher attainment of Education Functioning Level (EFL)**
- **Retention of Educational Material**
- **Better High School Equivalency achievement.**

Section II. Core Indicators of Performance 2023-2024

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

Number of NRS participants in PY 2023-2024 (Table 4, last row of column B) 1042

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) 186

Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column B) 58%

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	39.92%	55.64%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	N/A	N/A

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	100%	27.78%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	14.29%	27.78%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$0	\$0

Section III. Evaluation of Program Effectiveness

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

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

FY 23-24 85%
FY 22-23 83%
FY 21-22 67%
FY 20-21 73%
FY 19-20 80%
FY 18-19 76%

As reported last year, in FY 20-21 & 21-22, there was a dip in retention due to COVID-related restrictions and testing protocols. Increases in FY 22-23 and FY 23-24 in inmates with >12 hours were due to continued efforts and factors retained by the NMCD Reentry Division. The Reentry Division has continued working closely with security staff to reduce class cancellations (i.e., lockdown, pod restrictions, and other types of facility programming). NMCD also purchased supplementary-based resources such as study buddy’s and APDS tablets. FY 24-25, tablets will be increased through Smart Communications, improving and reinforcing educational instructions and resources.

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.

NMCD increased its post-testing rates by three percentage points (FY 22-23 55%; FY23-24 58%). NMCD will increase its efforts in FY 24-25 with initiatives like professional development, training in differentiated instruction, data input/implementation, and pedagogical/andragogical approach to teaching (collaborative, integrative, reflective, and inquiry-based learning) improvement initiatives. NMCD plans to pursue this in the upcoming program year. Improvement initiatives with explicit attention to interactions between goals, processes, and emerging outcomes can generate more thorough consideration of the range of components that influence sustained program implementation, leading to site improvement.

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

<p>Measurable Skills Gains (MSG)</p>	<p>Adult Education (AE) staffing churn and retirements reflect those felt by organizations nationwide, and hiring remains difficult at correctional facilities outside of metropolitan areas.</p> <p>Newly hired instructors increase enrollments after an initial onboarding and progressive acclimation to the unique circumstances of correctional instruction. NMCD continues to refine recruiting and retainment practices for AE</p>
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	<p>instructional staff. Staff creatively address interruptions by organizing and distributing learning packets tailored to individual learners, use of technological devices such as APDS tablets, and Study Buddy's.</p> <p>In FY 23-24, NMCD continued its investment in digital tablets and statewide facility IT infrastructure to support its rollout. The wide range of educational content includes Edgenuity, a leading provider of K-12 online curriculum, and Essential Education, a provider of quality AE content. NMCD will continue to direct students to these resources to supplement staff instruction and provide greater educational access outside the classroom.</p> <p>NMCD will continue to explore AE instructional modalities.</p>
<p>Credential Attainment, Rate Employment, Employment, Median Earnings</p>	<p>NMCD is continuing to network and develop the necessary and vital partnerships needed for incarcerated individuals releasing into New Mexico communities. This coordination of care is important to ensure correctional facility programming efforts are built upon once released into the community. While this need is essential, it is also a challenge since individuals in each facility are releasing to a wide variety of localities in the state.</p> <p>To help address this complication, the program is building a partnership with different entities throughout the state in a collaborative effort for releasing students that are connected to a statewide network of organizations that are able to assist individuals through transition toward building stability and improved outcomes. It is also the case that through this network NMCD can obtain data to improve programming and service efforts. Improvement initiatives with explicit attention to interactions between education and career goals, divisional processes, and anticipated outcomes has greater potential to influence program implementation and quality, leading to site improvement.</p>

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

NMCD will continue focusing on three areas of potential improvement: policy and procedure development, training and implementation, and evaluation through data and research.

The beginning phase of new initiatives is to develop and update changes to existing procedures that may lead to better attendance rates, teacher and student engagement, and coherence with performance measures, which will assist students in achieving educational goals.

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Staff training at all work locations is not just a necessity, but a vital component of our success. It ensures that program initiatives are implemented with fidelity at all facilities, and that all staff are equipped with the tools and resources needed to create an educational environment that supports not only our students, but staff as well. This training also ensures that NMCD programs are aligned with the WIOA plan, which focuses on career and educational services for all returning justice-involved citizens; in FY23-24, NMCD invested in digital tablets and the statewide facility IT infrastructure to support their rollout. The wide range of content includes Edgenuity, a leading provider of K-12 online curriculum, and Essential Education, a provider of quality AE content. NMCD will continue to direct students to these resources in FY24-25 to supplement staff instruction and provide greater educational access outside of the classroom. The creation of a new role for managing and implementing tablet content will create additional paths of access and learning. NMCD will continue to explore AE instructional modalities.

Third, the evaluation of program data and the retrieval of data from different departments, such as New Mexico Department of Workforce Solutions, is not just a process, but a critical part of our program improvement. This evaluation of data will determine whether procedures are having the intended outcome, and if the educational objectives are not being achieved, so that NMCD can determine whether the procedures need further adjustment or the implementation needs to be improved. Data can also assist with the development or adjustment of training/retraining for improved implementation. The gathering of data from different NM departments is utilized for quality monitoring in order to respond to educational challenges, improve programming, increase efficiency, and lower recidivism rates.

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

Performance Measure	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
# of NRS Participants	1418	1369	905	878	1023	1042
# of non NRS Participants	452	332	322	440	210	186
Post Testing Rate	54.50%	66%	53%	49.50%	55%	58%
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.5%	39.23%	30.62%	30.61%	39.92%	55.64%
Credential Attainment Rate (Table 5, last row of column G)	N/A	N/A	N/A	N/A	N/A	N/A
Employment Second Quarter After Exit (Table 5, first row of column G)	0%	33%	0%	0%	100%	27.78%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	0%	100%	0%	50%	100%	27.78%

NMCD is seeing an upward trend nearing NRS participation in pre-COVID years. The number of Non-Participants has been on a downward trend throughout the years. This can be attributed to policies and procedures NMCD has updated through the years and increased employee professional development/training. Post-testing rates and MSGs are also showing

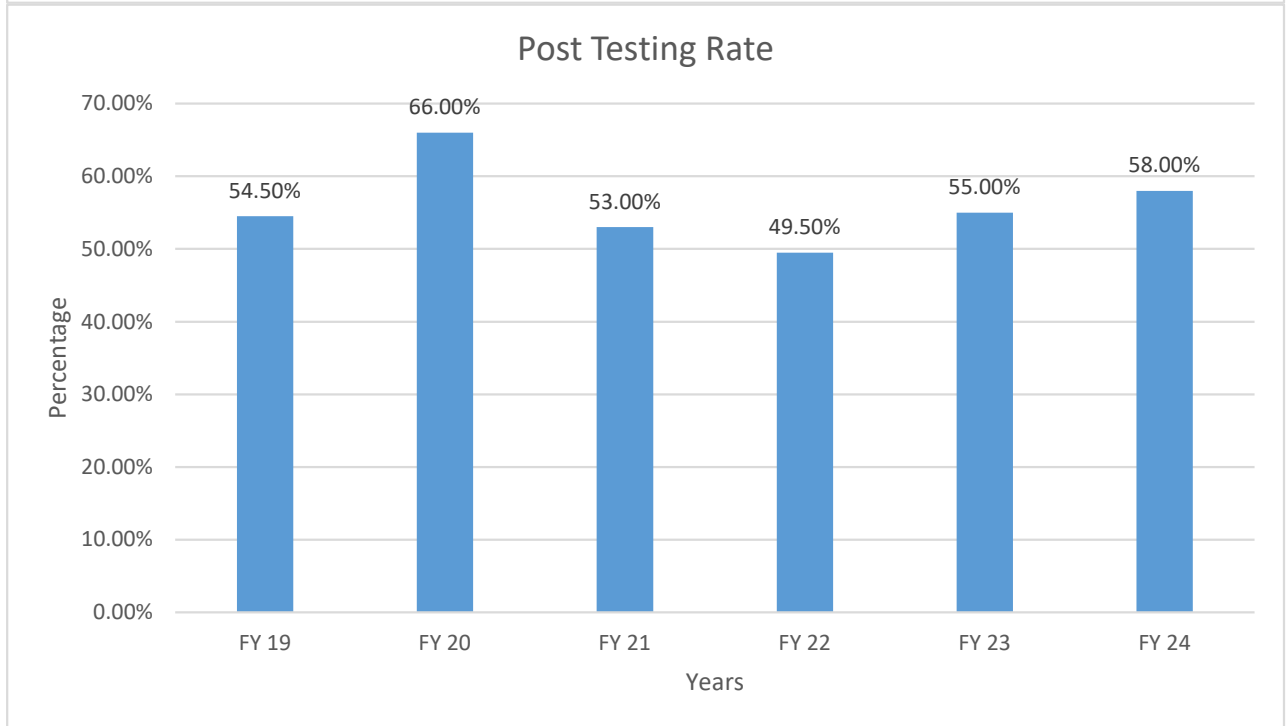
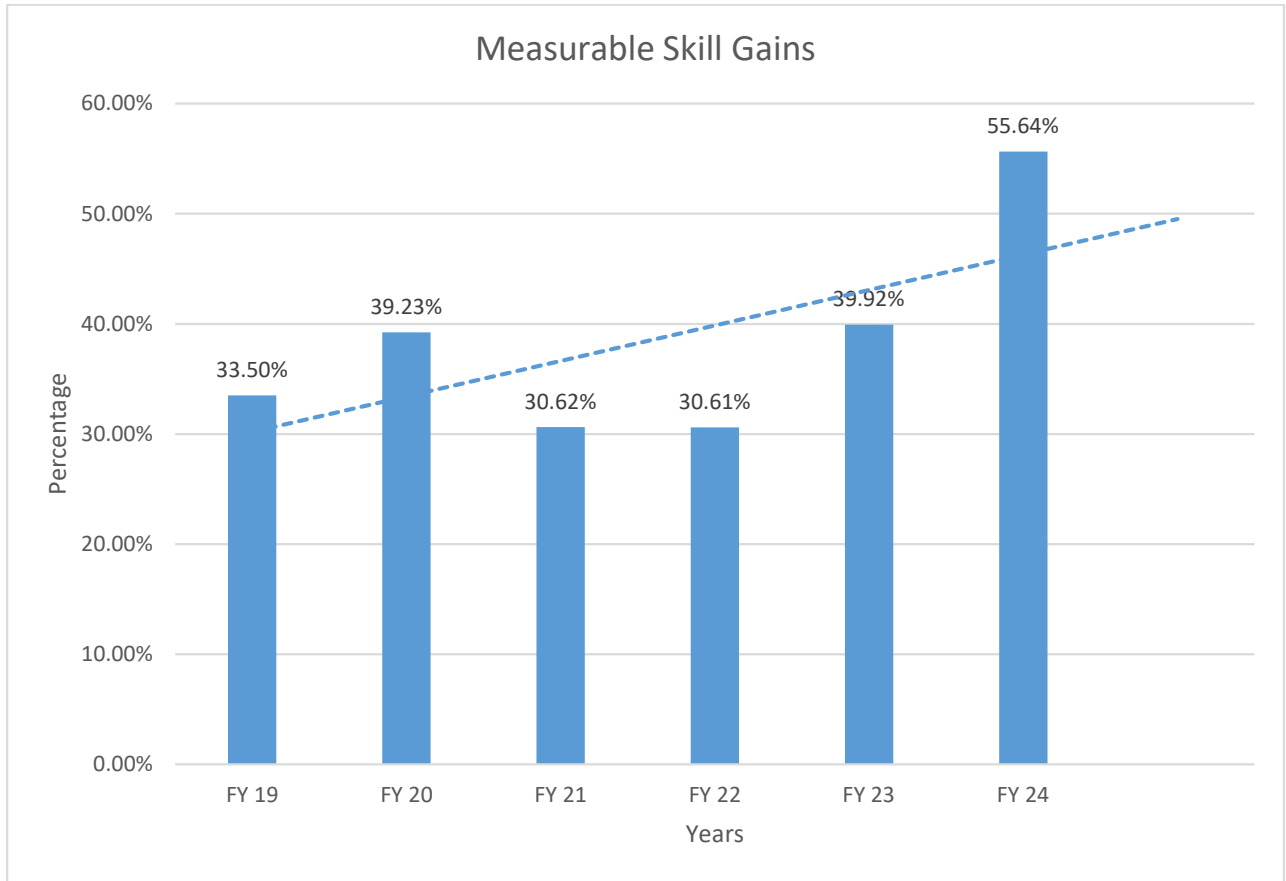
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improvements due to increased professional development and training. Lastly, NMCD was approved for an IET grant to be implemented FY24-25. This will show credential attainment for the first time in NMCD history.

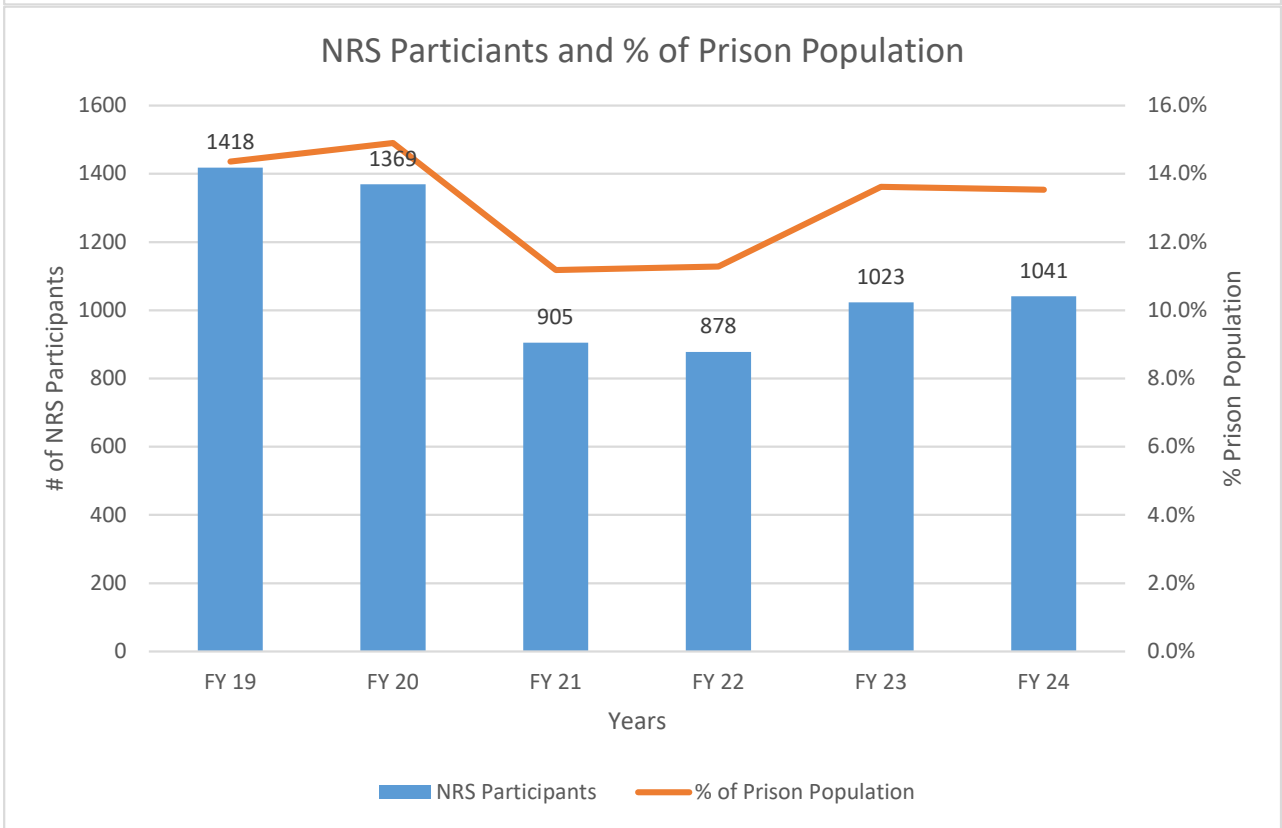
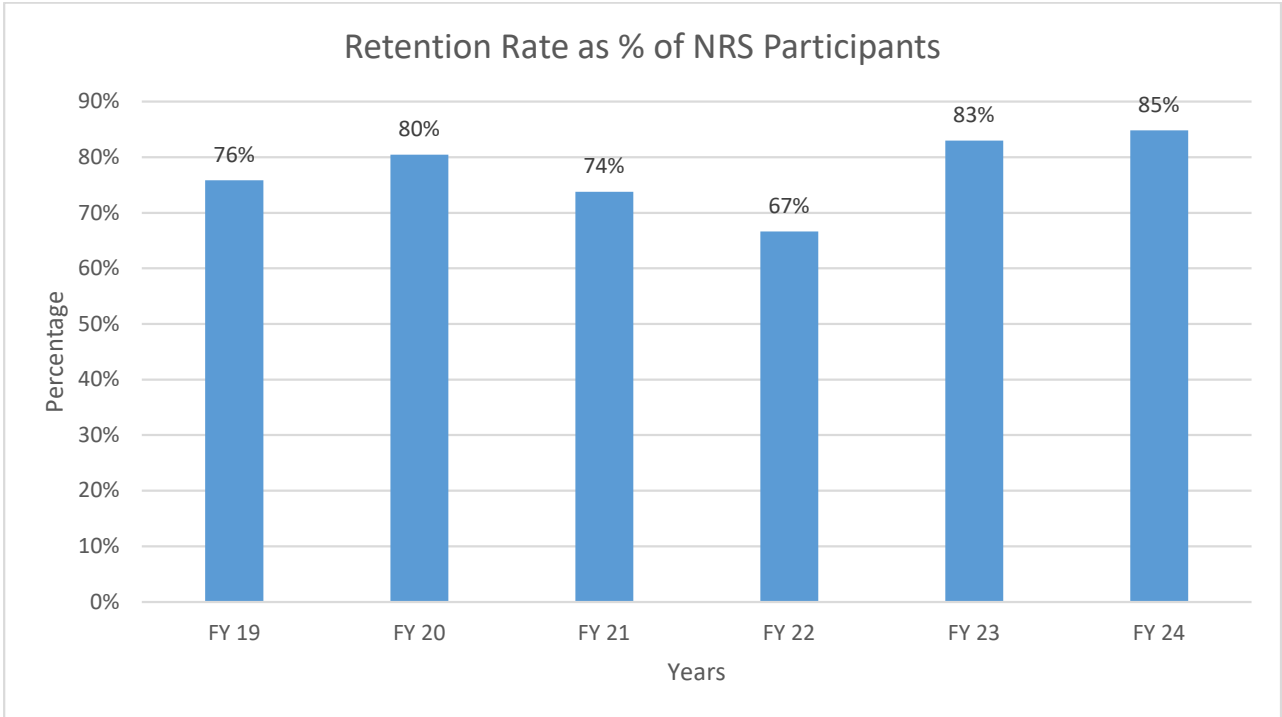
6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* Describe strategies you intend to use in the coming year to promote continuous improvement.

By using data to examine individual facility trends, facility comparison regarding practice and procedure has emerged as a significant comparator. The comparison supported previous reviews, which revealed those facilities that diligently follow enrollment, testing, and data entry procedures do produce the highest percentages of measurable skill gains, and it also revealed the facilities with the lowest percentages this year were those at which there was a roll-over in key staff positions, especially the supervisor position. As a result, we plan to ensure more training for new supervisors and professional development for existing supervisors specific to AE procedures.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	1042	\$0	\$0
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	ABE Level 1: 42 ABE Level 2: 440 ABE Level 3: 380 ABE Level 4: 166 ABE Level 5: 12 ABE Level 6: 1 ABE Total: 1042 ESL Total: 0	\$0	\$0
Referrals to and coordination of activities with other programs and services.	Career Service	WIOA Northern Board <ul style="list-style-type: none"> • Culinary • Heavy Equipment Operator WIOA Eastern Board <ul style="list-style-type: none"> • CDL 	\$0	\$0
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	1042	\$196.11	Supplies and Materials: \$185,863.02 Equipment: \$18,483.51 Total: \$204,346.53
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	Percent of inmates who have filled out a YES New Mexico application at time of release FY 20 98% FY 21 99% FY 22 99% FY 23 98.5% FY 24 96.5 %	\$0	\$0
Total:			\$196.11	\$204,346.53
Integrated Education and Training (IET) programs	Training Service	0	\$0	\$0

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

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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.

To provide a smooth transition upon release and to prevent duplication of efforts, AE program students will develop and maintain transition plans that include individual employment plan history and goals aligned with Workforce center procedures. Regional occupational needs based on the region and community to which the individual offender expects to be released, as well as any employment limitations due to the specific felony, shall be taken into consideration for determining appropriate employment goals.

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

Projected release dates play a significant role in prioritizing goals and determining appropriate enrollments of programs and services. Since NMCD program resources are limited, the transition plan provides a means through which NMCD program providers may justify prioritization for justice-involved individuals with less time remaining before release to complete needed programs before those participants with longer sentences. Another benefit to setting employment goals with the projected release date as a primary factor is that it ensures sufficient time before the participant's release to complete other employability or CTE programs. Shorter-term projects or classes are included to ensure that pre-CTE and soft/hard skills, such as communication and professional conduct, and workforce preparation activities, such as digital literacy and understanding systems, are addressed to the greatest degree possible, given the time available.

Some challenges faced by our population this last fiscal year include the fact that programming and participation in CTE and soft/hard skills courses are each student's choice, and some choose not to participate. NMCD is working on expanding positive messaging to the population to make programming more desirable and encourage more participation. Another challenge is that in the community, NMCD still runs into barriers, with some employers not wanting to work with a criminal justice population and thus not hiring our clients. This is a topic that NMCD has addressed in statewide meetings and legislative sessions, and we hope to encourage more people in the community to assist us with the reentry of our students into self-sustaining long-term employment.

NMCD has several areas that are working well, including the current expansion of opportunities for students in the prison facilities. NMCD has also continued to expand the reentry division by hiring our new AE Director/ Education Administrator of AE Programming and the Education Administrator of Post-Secondary and Education Administrator of CTE/IET Programming. These newly hired Education Administrators continue to show that NMCD is prioritizing education, CTE/reentry, and post-secondary opportunities for the population we serve.

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Section V. Career Pathways Activities

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

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

NMCD is continuously working on an interagency commitment to career planning and advising to foster better coordination of programs and services. This will assist students in navigating changing landscapes and building on integrated systems for career pathways. NMCD administration is developing policies and programs to expand partnerships and transitional activities that could allow local career pathways to mature, both inside the walls and outside the communities.

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

0

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

3. What percentage of your NRS students participated in IET programs N/A

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

4. Enter MSG rate of your IET participants N/A

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

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

NMCD is currently working on creating quality IET programs that meet the needs of employers and learners. NMCD is establishing formal and informal partnerships (i.e. Northern Workforce Board & Help NM) for training, support services, and IET development and implementation process not only for HEO but for CDL and Welding as well.

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.

NMCD has developed a more informative orientation and onboarding process for new program participants. At this moment, recently incarcerated individuals attend a committee meeting organized by several facility program providers, including Reentry Division staff, who discuss specific program processes. In continuation from FY22-23, NMCD trained Classification staff on the COMPAS risk, needs, assessment tool, which allows for greater insight into individual criminogenic needs, including educational needs. As this tool is implemented, Reentry is seeking to design informational materials that describe and detail

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educational processes, procedures, and policies. NMCD is exploring the viability of an onboarding process with rolling educational schedules.

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 intensity of instruction varies with the security level in which the enrolled students are housed, playing a significant role in the number of instructional hours available to a student in a week. Students housed in the highest security settings have the least access to instructors or class time. For these students, technology is helpful at times, but since access to it is also limited, instructional packets are still the most practical means of increasing the amount of time these students participate in some form of instruction. Fortunately, these students only represent a small percentage of NMCD AE students. In addition, many of these students can transfer to lower security settings over time and participate in classes with far higher intensity of instruction. For the students housed at the lowest two security levels, instructional hours usually are twenty to twenty-five hours per week and are limited by facility schedules and inmates' need to maintain facility jobs.

Quality of instruction is difficult to maintain over time, especially when facilities experience a high staff turnover rate. Evidence that program procedures are effective is revealed in annual audits, which consistently show that facilities with the highest ratings for following procedures also have the highest ranking for the percentage of students achieving measurable skill gains, but there is far more to quality instruction than following procedures. To maintain high-quality instruction, the program coordinator focuses on providing professional development and effective instructional resources and utilizes data reviews plus facility audits to determine instructional areas or locations that need more attention.

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.

NMCD utilizes distance learning through correspondence courses wherein the students correspond via internal mail and technical platforms such as APDS digital tablets. NMCD is utilizing technology to improve service and delivery in two ways. One is utilizing computers with instructional programs available in classrooms to help meet the needs of students who need visual aids or immediate feedback available in computer-based instruction programs. NMCD's investment of tablets for every incarcerated person with Smart Communications during FY24-25 will increase many opportunities for educational, reentry, and career-based programming/resources.

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.

NMCD aligns its school curriculum with the Career and College Readiness Standards. This aligns student achievements in adult education with the expectations of employers and postsecondary institutions.

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TABE 11/12 assessment aligns CCRS to the curriculum through its blueprint resource (TABE 11/12 has blueprints accessible at <https://tabetest.com/resources-2/testing-information/blueprints/>). These blueprints give clear standards, allowing educators to understand where to focus their efforts and shape individualized instruction.

Following CCRS is not just a guideline, but a strategic move that forges a stronger link among adult education, postsecondary education, and the world of work. It ensures that students are equipped with the essential skills and knowledge required for success in colleges, technical training programs, and employment in the 21st century.

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.

Based on research showing employment engagement increases productivity, lowers turnover, and improves job satisfaction, Reentry provided a division-wide engagement survey. The goal was to learn where the Division could make improvements in mission, messaging, and direction, among other things, to increase the quality of instruction – more satisfied teachers produce better outcomes for learners. By increasing communication in these areas, Reentry continues to create a space in which instructors can find support and trade knowledge. Reentry has also partnered with NM HED and NM DELT for further Adult Education training in various subjects such as:

- **LACES training**
- **MSG and EFL increases**
- **Integration of educational and career-based training (IET)**
- **Differential Learning**

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

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

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

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

2. Enter MSG rate of IELCE participants (Table 9, first row of column G) _____ N/A _____

3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)
 - Achieved Citizenship Skills N/A
 - Voted or Registered to Vote N/A
 - Increased Involvement in Community Activity N/A

4. Input the number of IELCE students that participated in IET programs _____ N/A _____
(Drill down to IELCE students from Table 9, first row of column B. Then **add** Table 11 and find number in first row of column B)

5. Enter % of IELCE students that participate in IET programs using data _____ N/A _____
from 1 and 4.

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

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

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

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

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

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

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

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

1042

2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G) 55.64%
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.

For FY 24-25, NMCD is currently dedicated to meeting or exceeding the state target for overall MSGs, EFL, and HSE completers. Secondly, students can utilize the skills acquired through program participation to build a strong foundation for success after release from education, reentry, and career-based programming.

To increase level gains, NMCD has been working toward improving student motivation by linking instruction and academic achievement to student opportunities for a more successful future after release. Reentry staff are assisting in accomplishing NMCD's primary goal by utilizing various learning applications, expanding the use of technological resources, and thinking outside the box in terms of service delivery and instructional methods to students (digital tablets, ETV, Digital Interactive Whiteboards).

Students under the age of 22 also have the opportunity to receive a high school diploma through Edgenuity. Edgenuity is an online curriculum that aligns with national, NGSS, and state standards. It is used to supplement classroom instruction in a virtual implementation and for both initial and credit recovery to gain a high school diploma. This curriculum and virtual learning allow NMCD to expand course offerings, offer more flexible learning options, and staff highly qualified, state-certified virtual instructors.

For the current fiscal year, NMCD is strategically shifting its focus from solely achieving High School Equivalency (HSE) credentials to fostering a career and life change culture. This shift is designed to develop the necessary network to ensure students have the opportunities and tools for a successful transition back to families and communities upon release.

Key components of our goal are being leveraged to shift the focus from HSE credential attainment to enhancing job, life, and career opportunities for participants through Integrated Education Training. This shift to a career culture, with elements such as contextualized instruction, individual life and career plans, and onboarding, is instrumental in achieving a career certificate and HSE attainment. Our new model offers citizens returning from incarceration and their families a comprehensive, community and relationship-based approach to reentry that begins in prerelease and continues with long-term support. These programs engage and unite incarcerated individuals, volunteers, community organizations, and others, to establish a support system that can lead to better outcomes. Students can leave the program with life goals, a career plan, self-confidence and more support, thereby reducing the likelihood of returning to a correctional setting.

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

NMCD would benefit from further technical assistance in formalizing partnerships with the local workforce boards and ongoing, relevant professional development for instructional staff geared toward correctional education.

IX. Fiscal Survey

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

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

\$0

- 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

- Please indicate FY 2023-2024 Total hours contributed – Volunteer Tutors

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

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

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

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

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

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

N/A

- Please indicate total fair market value of donated equipment.

N/A

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

N/A

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).

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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
State operated facilities: 20,346 square feet of space utilized for AE program services	N/A	N/A
Privately operated facilities: 17,017 square feet of space utilized for AE program services	N/A	N/A

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

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 2023-2024.

Source	Amount
NONE	

B. Program Income Activities

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

NONE

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
NONE	