New Mexico Higher Education Department
Adult Basic Education Division
Narrative Report 2010-2011

Introduction:

The New Mexico Adult Basic Education (NM ABE) programs are led by the state Adult Basic Education Division at the New Mexico Higher Education Department. Although local programs serve more than 21,500 students annually at 27 program sites across the state, there remain a significant number of students the programs are unable to accommodate due to limited resources. However, despite a decrease in state funding this year, NM ABE launched online learning opportunities, spearheaded co-enrollment in college for GED students, and increased the performance component of program funding to increase student success and help more students improve their lives through education. NM ABE achievements during 2010-11 were marked by these accomplishments:

- Ongoing refinement of data matching, program audits, state performance checks and the desk monitoring system improved both data reliability and validity throughout the state.
- A 25% improvement in educational gains compared to 2009-10, and improved reporting of secondary outcomes.
- The development of a new self-study evaluation aligned with the process used in college accreditation.
- The ABE Division completed an initiative to shift the priorities of the NM ABE funding formula from enrollment-based to performance-based funding. A new performance-based funding formula was used to fund programs for 2010-2011.

Question 1: Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

NM ABE used leadership funds to provide a broad spectrum of professional development activities focused on improved instruction and covering Math, Reading, Writing, ESL, Leadership Training, NR**S,** College and Career Transition, and Learning Differences. In Spring 2010, NM ABE released a Request for Proposals for the conduction of professional development activities across New Mexico. Using leadership funds, a contract was awarded to *New Mexico Widening the Education Base for Students* (WEBS); WEBS provided New Mexico with 23 Adult Basic Education Professional Development workshops to 395 ABE teachers, directors, coordinators, and data-technicians. All New Mexico regions received two or more face to face trainings and had the opportunity to participate in the statewide May conference. All ABE staff were invited to attend the spring online workshops focused on Post Test Success and Student Goal Setting.

A six member WEBS advisory board made up of ABE professionals from around NM played a critical role in the guiding, directing, and planning the WEBS 10-11 deliverables. The project also sponsored Regional Leads from the Central Region, South East Region (SE), and the North West Region (NW). Throughout the year, WEBS Regional Leads attended four Regional Trainings and assisted with the May conference. The trainings were held three times in

Albuquerque and once in Truth or Consequences. NMHED staff attended two of the all-day trainings.

The WEBS website, www.websnm.com received consistent traffic during AY 10-11. There were a total of 10,275 Page Views. The average weekly number of website page visits was 198. The website provides a go to site for ABE professional development opportunities and resources.

The WEBS project met with the New Mexico Adult Education Association (NMAEA) board face to face in November of 2010 and again in April of 2011. There were three additional phone/web conferences. Four of the NMAEA board members also served as WEBS advisory council members. This collaboration was useful in getting a statewide perspective and understanding of the professional development needs for all ABE staff in New Mexico. The Project also gathered statewide information and data by creating needs analyses and follow-up surveys after professional development activities.

The WEBs Project also disseminated four consumables throughout AY 10-11:
1. Post Test Success Flyer (English & Spanish)
2. Post Test Poster (English & Spanish)
3. ABE Persistence Contest & Video Project, resulting in the creation of a professional development video focused on techniques to increase student persistence in NM.
4. The other professional development video focused on student support services in the ABE programs and classroom to help ABE students feel successful, respected, and connected.

In addition to funding WEBS activities for professional development, NM ABE achieved these significant program improvement objectives with Leadership funding:

- The Policy and Program Improvement Coordinator designed and planned a new self-study evaluation process and conducted two in-person trainings on the new evaluation process. The self-study program is aligned with the process used in college accreditation by the Higher Learning Commission at the North Central Association of Schools and Colleges.
- Conducted two focused site visits and provided technical assistance on using pilot programs as an opportunity for action research, forming and using effective advisory boards, and successful strategic planning processes.
- Guided programs in developing selection and orientation processes as they begin to co-enroll GED students in college classes.
- Provided technical assistance for programs as they enhance their distance learning and blended course pedagogies.

Question 2: Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.
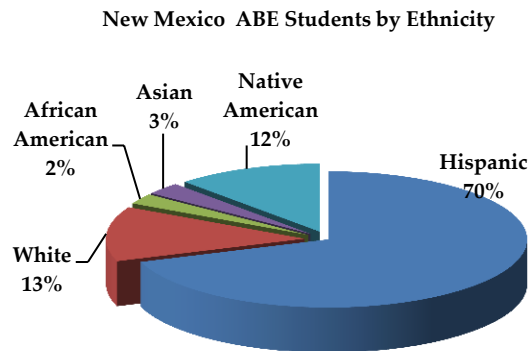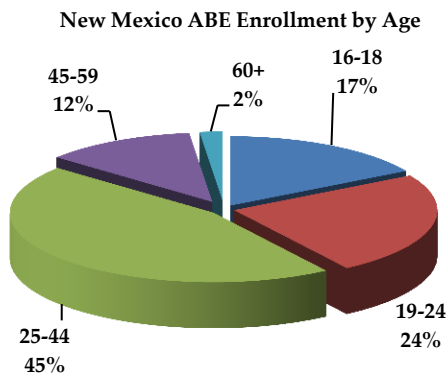
1. Improvements in Data Quality
During 2010-11, NM ABE programs continued to emphasize improvement in program data quality through targeted training for local program data technicians. Statewide improvement

in data quality resulted, as evidenced in a substantial increase in level gains and improved response rates of core goal outcomes. New Mexico continues with a web-based data management system, LACES, that was deployed statewide in July 2006. To accommodate and enhance state/local program processes, NM ABE designed and implemented customized procedures around the LACES database. Some notable accomplishments include:
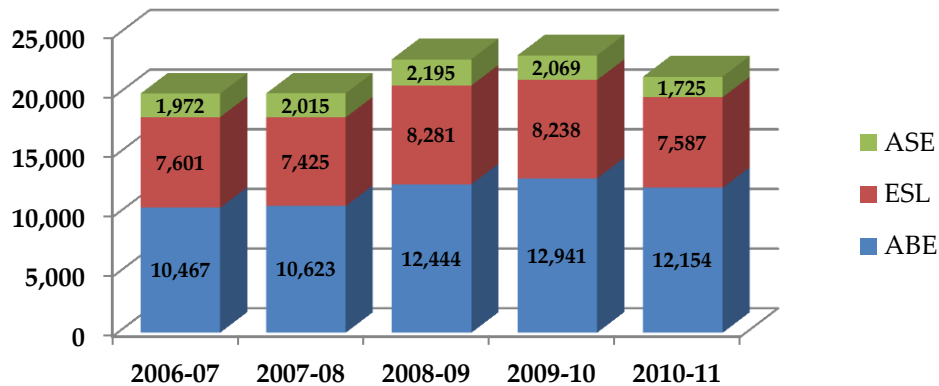
- Local program data technicians were trained on new data diagnostic procedures deployed in the latest build of LACES, streamlining error identification and correction.
- NM ABE enhanced both the data audit process and redesigned semiannual performance checks to track local program progress toward state and federal goals. The new checks are aligned with the performance based funding formula implemented in 2010 to assist programs in making targeted improvements in areas most in need.
- An increase in the number of students setting and meeting core goals, and an associated increase in both data-matched and survey data with enhanced reliability of reported results.
- 53% of NRS-reportable students were post-tested in 2010-11, the first year the post-test rate has exceeded 50% since the deployment of the LACES database in 2006-07.

2. Trends and Outcomes - General Information

Enrollment for 2010-11 was at 21,466 NRS-reportable students down from the record high enrollment of 23,248 observed in 2009-10. Hispanic females still constitute the majority of the ABE population in New Mexico with 40% of the total students served in 2010-11, a disproportionate segment of the student population compared to statewide ethnicity distributions. Students ages 25-44 constitute the majority of the ABE population, though that number has decreased from 50% in 2005-06 to 46% in 2010-11. Enrollment of students ages 16-24 appears to have stabilized at approximately 40%. The following charts show current demographic and enrollment trends in New Mexico ABE Programs.

New Mexico ABE Enrollment by Age

- 16-18 17%
- 19-24 24%
- 25-44 45%
- 45-59 12%
- 60+ 2%

New Mexico ABE Students by Ethnicity

- Hispanic 70%
- Native American 12%
- Asian 3%
- African American 2%
- White 13%

New Mexico Enrollment Distribution 2007-2011

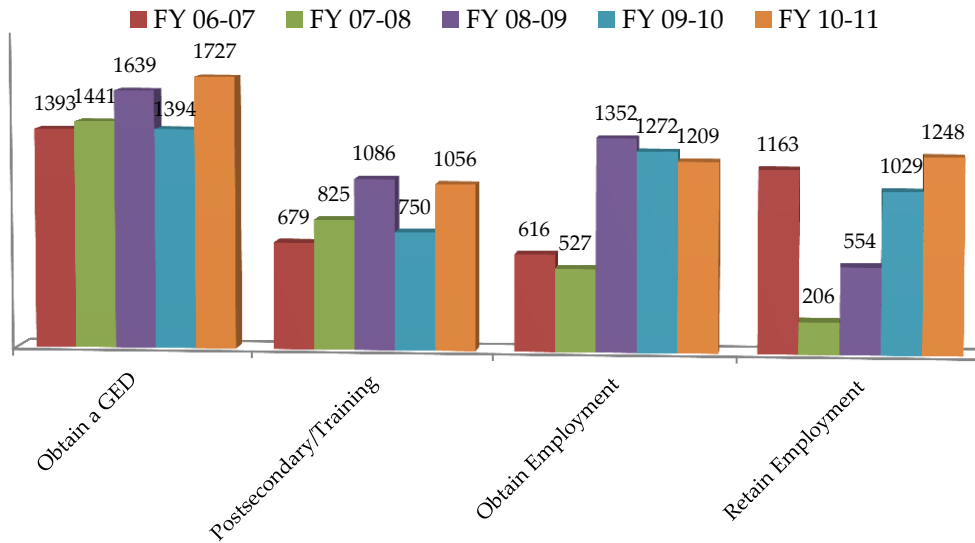|	2006-07	2007-08	2008-09	2009-10	2010-11
ASE	1,972	2,015	2,195	2,069	1,725
ESL	7,601	7,425	8,281	8,238	7,587
ABE	10,467	10,623	12,444	12,941	12,154

3) Federal Core Outcomes Measures

Fiscal Year 2010-11 marks the fourth year in which NM ABE reported NRS core outcomes by applying a data-matching methodology. NM ABE now compares employment goal data with New Mexico Department of Workforce Solutions wage data for the purpose of reporting on employment goals. In addition, GED outcomes of ABE students were matched with the Oklahoma Scoring GED data clearinghouse. Postsecondary transitions are measured by comparing with the NM Higher Education Department's database of New Mexico college students. Since not all students who meet core goals are locatable by SSN, NM ABE will continue to augment data match results with survey data to represent as full a cohort of these students as possible.

Data Highlights:
- Response rates for all NRS Table 5 core outcomes showed considerable increases from 2009-10 to the current year with concomitant increases in the number outcomes, indicating a significant improvement in data quality and reliability.
- The total number of GED and post-secondary outcomes dropped in 2009-10; in exploring the decreased number of outcomes, NMHED identified two local programs in need of targeted technical assistance for data quality. As a result the total number of GED and postsecondary outcomes for the 2010-11 reporting period increased by 24% and 40%, respectively.
- Of the 2,348 ABE students who obtained a GED according to the data match, 1,727 are reportable on NRS Table 5. An additional 609 students reported GED attainment on NRS Table 13.
- New Mexico tribal colleges are not yet included in the data matching process. Additionally, some reportable ABE students enter workforce-training programs without formally enrolling in postsecondary institutions. These students are tracked via survey and added to the cohort of students tracked through data matching.

The following figure illustrates the total number of students achieving core NRS outcomes over the course of the past four years.
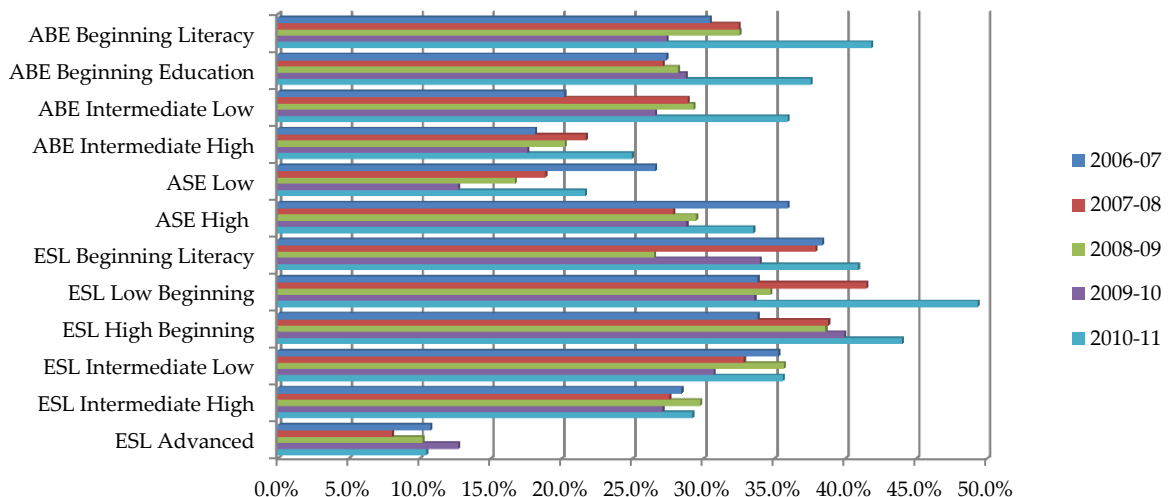
Number of Federally Reportable New Mexico ABE Students Who Set and Attain Core Goals

Legend: FY 06-07 ■ FY 07-08 ■ FY 08-09 ■ FY 09-10 ■ FY 10-11 ■

Obtain a GED: 1393, 1441, 1639, 1394, 1727
Postsecondary/Training: 679, 825, 1086, 750, 1056
Obtain Employment: 616, 527, 1352, 1272, 1209
Retain Employment: 1163, 206, 554, 1029, 1248

Educational Gains

Overall level gains are the highest reported since the deployment of the LACES database in 2006; total level gains reported on NRS Table 4 were at 32.9%. Despite the improvement, New Mexico has identified several educational functioning levels (EFLs) in need of targeted improvement. A chronic issue is that of students in ABE Intermediate High and ASE Low levels completing the GED without post-testing with another instrument; local programs were directed to focus on post-testing of these students prior to taking the GED, resulting in level gain increases of 7% for ABE Intermediate High and 9% for ASE Low compared to the previous year. Another targeted level is that of ESL Advanced students where completion rates have been consistently poor. The following figure shows percentages of students achieving level gains by their entering educational level for the past five years.

Educational Gains 2007-2011

Categories (top to bottom): ABE Beginning Literacy, ABE Beginning Education, ABE Intermediate Low, ABE Intermediate High, ASE Low, ASE High, ESL Beginning Literacy, ESL Low Beginning, ESL High Beginning, ESL Intermediate Low, ESL Intermediate High, ESL Advanced

Legend: 2006-07 ■, 2007-08 ■, 2008-09 ■, 2009-10 ■, 2010-11 ■

X-axis: 0.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0% 45.0% 50.0%

Performance Based Funding
The Higher Education Department's ABE Division has completed an initiative to shift the priorities of the NM ABE funding formula from enrollment-based to performance based funding. The new funding formula represents a major shift from a formula that was exclusively enrollment-based to a formula that also incorporates community needs and rewards program performance. The performance based funding formula is designed to reward local programs that excel, without unduly punishing other programs that may have special populations or circumstances. The formula has been designed increase the funding for performance over time to help local programs adjust to the formula without unsustainable changes in their funding stream. New Mexico ABE is proud to be one of the leaders in changing adult education funding to increase accountability, cost effectiveness, and drive student success.

**ABE Performance Based Funding Overview**

CORE FUNDING			PERFORMANCE
Base Grant ≈30% of Core	Headcount 55% of Core	Need 5% of Core	10% in 2011 (Increases Annually)

CORE FUNDING
- Supports State value of Student Access
- Measures Program Inputs
- Supports head count and amount of need in counties served
- Ignores program performance

PERFORMANCE FUNDING
- Supports state value of Student Success
- Measures program Outputs
- Rewards program performance
- Ignores program headcount

Distance Education
NM ABE programs continue to increase the use of technology in both traditional classrooms and in Distance Education programs. Numerous instructional programs have been implemented including Plato, WorkKeys, Key Train, Rosetta Stone, PreGED, and GED Online software. SkillsTutor, a new software package, is now being utilized at various program sites. These programs have the synergistic benefit of enhancing student computer literacy while simultaneously providing basic literacy and numeracy instruction.

The ABE Division of the New Mexico Higher Education Department continues to partner with the national Project Ideal as an associate member to build effective distance education programs for adult learners and help teachers develop materials and tools. In 2010-11, New Mexico had three new and six continuing ABE programs participating as members of New Mexico's Project Ideal pilot project program. One more site was given DE status later in the fiscal year, bring to total to ten DE sites in New Mexico. Additional ABE programs are applying for pilot project membership in 2011-12.

ABE sites located throughout the state have been administering the online TABE test (a standardized placement and progress test for ABE students). In 2010-11, two thousand four hundred ten online TABE tests were completed. The following chart illustrates the use of distance-based assessments in New Mexico for 2010-11.
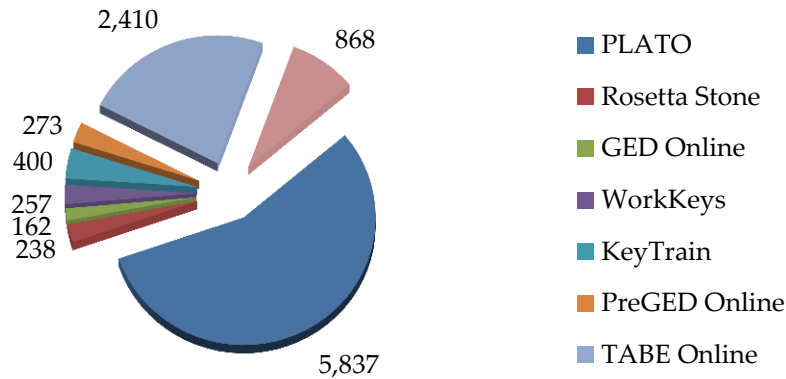
Question 3: Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

During 2010-2011, NM ABE spent an estimated $245,000 of Title II funds to support WIA activities and services. The NM ABE community worked to integrate Title II activities in a variety of ways including the following:

- Representatives from the Adult Basic Education Division of the New Mexico Higher Education Department, the Department of Workforce Solutions, Central New Mexico Community College, New Mexico Public Utilities, and the Jayne Construction Company worked with the assistance of the U.S. Department of Labor to develop a template for integrated career and educational pathways for the Central Workforce Region of New Mexico.
- NM ABE enhanced its focus on creating an environment of comprehensive support for disadvantaged and low-skilled New Mexicans and to integrate institutional structures for training and advancement, driven by economic development priorities. The ABE Division of NM HED was able to leverage its efforts by obtaining a grant through Jobs For the Future to plan a statewide initiative to implement Integrated Basic Education and Skills Training (I-BEST). ABE state personnel and local providers initiated collaborative planning with community colleges in preparation for the implementation of pilots in several community colleges in the Fall 11 and Spring 12 semesters.
- As part of the State I-BEST initiative, and in response to economic changes, the State is working with colleges to change institutional policies to permit co-enrollment of ABE students in college and career-technical education classes.

- Increasing NM HED involvement in various employer-educator collaborations has begun to have a positive impact on employer acceptance of Work Readiness Certification. The State has continued to increase the use of WorkKeys through regional professional development activities in order to increase the rate of Work Readiness Certification in all programs for ASE level students.
- During the continuing economic downturn most programs have experienced enrollment increases, although the programs in tourism "destination" communities have experienced a decline as students move to other communities seeking employment. Programs have increased their efforts to provide high quality services despite declining resources and have increased their focus on transitioning students to the workforce or postsecondary training and education.
- Increasingly, ABE and ESL programs are integrating employability skills, career inventories, and job search activities into their curricula.
- All of the state's twenty-six programs were actively involved with their area Workforce Connections offices, Workforce Investment Boards, One-Stops, or their tribal equivalents. Three programs serving primarily Native American Indians are active with tribal workforce agencies—Three Navajo and one Apache. More than a third have regular representation at meetings, and a growing number, both college- and CBO-based programs, have Workforce Investment Board members serving on their own ABE advisory councils.
- In addition to participating in meetings and planning, these ABE-Workforce collaborations engage in program-specific activities including:
  o Providing youth and family specific activities in an effort to keep youth in school or provide ABE services for a growing population of younger students, as appropriate
  o Developing and nurturing relationships with local businesses and their employees to provide various workforce readiness services and training, as well as workplace tutoring, in addition to GED and ESL classes
  o Serving students in the corrections system through pre-release classes, workplace literacy training for newly-released inmates, and transition to trades programs for incarcerated adults
  o Providing services for One-Stop and TANF customers, including assessment and intake, advisement, screening, training, interest profiling and career exploration, and agency referrals; coordinating Career Readiness certification; offering workshops in life-skills, goal-setting, resume-writing; teaching workplace literacy; and involving clients in the use of WorkKeys, Key Train, Discover, and Skills Bank.

Question 4: Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.

During 2010-11, seven NM ABE programs received funding which totaled $207,475 to provide EL Civics activities and services. Together, these programs and organizations served 1,996 students and accomplished the following:

Catholic Charities—serving 94 students

- The program increased participation in Citizenship courses by add an additional Citizenship course in 2010-11.
- Computer ESL classes focused on workplace ESL in order to meet the employment needs of the population. These activities included job searching, resume writing, improving reading skills and interviewing skills.
- Data trends indicated more lower-level English students requesting assistance in preparing for Citizenship classes. The program continues to match these low level students with tutors to focus in increasing English skills at an accelerated pace.
- Level gains for EL-Civics students were up 14.15 percentage points in 2010-11.

Doña Ana Community College—serving 458 students

- The ESL/Citizenship Coordinator provided instructor training and mentoring for instructors. The coordinator also formed a partnership with U.S. Citizenship and Immigration Service regional field office to provide training for instructors and students.
- The program has integrated the MALDEF curriculum into its three-cluster structure that includes Civil Rights, Future Transitions, and Civic Leadership. These clusters address:
    - Civil Rights, Democracy, and Their Relationship to the K -12 Educational System,
    - Career and Postsecondary Education Exploration, and
    - Civic Leadership as a tool to help organize community action for education.
- All components involve field trips, civic action, experiential learning, and visiting speakers as well as classroom instruction.
- The program integrated EL/Civics components into the textbook series, *Excellent English.*
- In general, the program is expanding its EL/Civics infrastructure to include learners in the low-intermediate level across the program.
- Civics objectives have been built into new course content guides that are linearly aligned and were updated to include the new assessment instrument (TABE CLAS-E).

Mesalands Community College – serving 5 students

- The ESL community in Tucumcari is transitory, and 2010-11 was the first year that EL-Civics funds were used to support the nascent ESL program at Mesalands.
- Instruction included volunteerism, civic engagement, and citizenship preparation.
- Plans were implemented for significant expansion of the ESL program in 2011-12.

New Mexico Junior College—serving 245 students

- The program continues to integrate the EL/Civics project into all ESL classes.
- Students explored the events surrounding the Constitutional convention and discussed the evolving views of the constitution over time.
- Thirty-five percent of ESL students improved their English language skills as indicated by pre- and post-testing.
- Students were given the opportunity to register to vote.
- Students participated in a National Constitution Day celebration at New Mexico Junior College and seven students were honored for their literary efforts in conjunction with the Constitution day events.

NMSU-Alamogordo—serving 113 students

- Using citizenship classes, field trips, and writing exercises, the program placed special emphasis on government education. They examined the voting process in depth, from studying the issues to marking the ballot. Students visited the Alamogordo Historical Society Museum and the Chamber of Commerce. Students reviewed the cultural history and the characteristics of business and industry within the area.
- Students toured the NMSU-Alamogordo campus and were visited several departments, familiarizing themselves with the student support services available.
- The program introduced the use of "Instant Immersion" software, emphasizing daily conversational skills.
- Through EL Civics classes and activities, the students demonstrated increased knowledge and skill levels to meet their intended outcomes, improved attendance, and became more community oriented.

Santa Fe Community College—serving 894 students

- EL/Civics enrollment exceeded the program's goal for the year and demonstrated a 91% fundable rate.
- EL/Civics students showed a higher level gain rate than the general ESL population. The overall level gain was 41.4%. The greatest gain was in levels 1 through 3, all of which exceeded 50%.
- 77 % of students demonstrated increased knowledge of and/or participation in civics issues and US history by completing "in house" knowledge based assessments.
- The program integrated the civics classes into 54 regular ESL courses, and the Civics Resource Library provided authentic civics materials including maps, circulars, healthcare brochures, library card applications, bus schedules, and financial literacy information.
- The Civics Coordinator provided teachers with civics materials such as maps, healthcare brochures, library card applications, specialized resource kits for use in class; the Coordinator also coordinated presentations and field trips for ESL teachers.
- The program incorporated special projects including college transition, project-based learning activities, and increasing significant community partnerships.

UNM-Valencia—serving 187 students

- The EL/Civics program showed a 79% fundable rate.
- Students demonstrated their understanding of identified civics themes through class projects, presentations, and community projects. Instructors reported measurable increases in knowledge for 90% of students assessed.
- Participants heard presentations about civic issues such homeland security and the roles of state and federal legislators.
- ESL students were involved in a park planning project for one of the local communities served by UNM-Valencia.
- Students and teachers increased their comfort level with technology. Computer-based learning is integrated into the classes, and students increasingly visited open labs on their own time.
- Students completed a letter writing campaign targeting both their state and federal elected representatives in support of ABE / ESL programs.