

**New Mexico Higher Education Department
Adult Basic Education Division
Narrative Report 2011-2012**

Introduction:

The Adult Basic Education Division at the New Mexico Higher Education Department (NMHED ABE Division) oversees the adult Education programs funded through the Adult Education and Family Literacy Act (AEFLA). These 26 local programs served almost 19,000 students across the state in 2011-12, down from about 21,000 the previous year. Despite a reduction in state funding this year, NMHED ABE began piloting integrated basic education and skills training courses in collaboration with six community colleges, helping to move co-enrollment in college for GED students forward in New Mexico, and increased the performance component of program funding to reward continuous program improvement and increase student success. The number of students participating in the I-BEST project totaled 99, with 35% completing the program, and 12 students earned career readiness certificates. The types of occupations represented in I-BEST programs were plumbing, wind energy, farrier science, pharmacy technician, personal care attendant, early childhood multicultural education, and electrical trades.

NMHED ABE Division achievements during 2011-12 include the following:

- The Workforce Literacy Tutoring Project was initiated at one local ABE program;
- 73 students participated in digital literacy training in collaboration with FastForward to prepare them for technological aspects of career readiness;
- Coordination with New Mexico Highlands University and Alamo Navajo adult education program to provide Introduction to Forestry classes and certification;
- The completion of Life Skills training for 106 students as a result of partnerships with UNM's Equal Opportunity Center and Ser de New Mexico's Employment and Training program and others;
- The training of 26 faculty in I-BEST (electrical trades and early childhood multicultural education, with plans to add welding, culinary arts, and health wellness in the next program year);
- Career counseling provided to ABE students by a WIA Career Development Specialist;
- A National Adult Education Honor Society was initiated by one of the local ABE programs and 18 students were honored as charter members;
- Satellite classes were provided on the Mescalero Apache Reservation which received (21 students served) referrals from WIA directors. Classes were held twice per week (Tues/Thurs) for 4 hours each;
- Local ABE programs provided assessments for New Mexico Works clients which leverages services for WIA and TANF clients;
- Local partnerships were established with the Toyota Family Literacy Project (129 students) and USCIS officers were persuaded to provide citizenship, democracy and government training to ESL students;
- Ongoing refinement of data matching, program audits, and state performance checks improved both data reliability and validity throughout the state.

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.

NMHED ABE Division used leadership funds to provide a broad spectrum of professional development activities focused on improved instruction and covering Math, Reading, Writing, ESL, Leadership Training, NRS, College and Career Transition, and Learning Differences. Leadership funds were used to continue a contract with **New Mexico Widening the Education Base for Students (NMWEBS)**. NMWEBS provided New Mexico with 70 Adult Basic Education Professional Development workshops to 4885 ABE teachers, directors, coordinators, and data-technicians. Statewide, 51 face-to-face trainings were provided and 19 webinars were conducted. All programs had the opportunity to participate in the statewide May conference which covered topics such as, assessment instrument certification trainings, characteristics of quality adult literacy programs, using data to guide program improvement, taking I-BEST to scale, data technicians roundtable, workforce roundtable with Cabinet Secretary Celina Bussey (Workforce Solutions Department), functional context education, workplace literacy, GED 21st century initiative, preparing for the GED computerized assessment, the components of numeracy, tools for engaging learners in meaningful math, designing curriculum for work-based ESL classes, , using data to monitor student performance, grammar discovery activities for ESL and ABE students, and introduction to curriculum development using Understanding by Design (UbD).

The WEBS website, www.websnm.com received consistent traffic during AY 11-12. There were a total of 10,202 Page Views. The most visited web views occurred in May and August, and the least in January and December, with the average weekly number of website page visits was 196. The website provides a go to site for ABE professional development opportunities and resources.

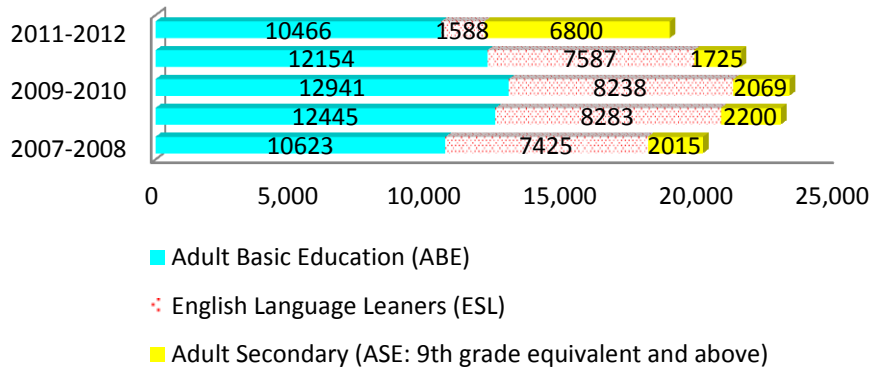
In addition to funding WEBS activities for professional development, NMHED ABE Division state office staff contracted with a peer review team made up of local ABE program directors to assist their fellow ABE programs with program improvement activities. The NMHED ABE Division state office staff also provided technical assistance for local ABE programs to assist them to 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.

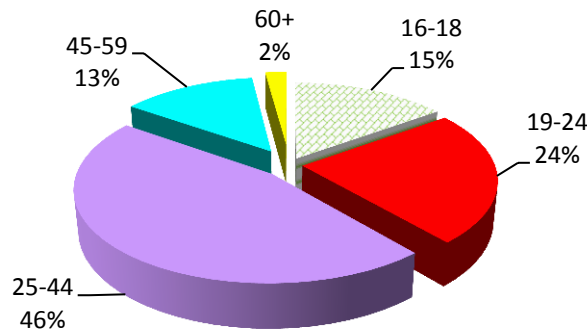
1) Trends and Outcomes - Demographics

Declining state funding since 2009-10 has resulted in decreasing enrollment. Enrollment for 2011-12 was at 18,854 NRS-reportable students, 21,466 in 2010-11, and 23, 248 in 2009-10. Hispanic females still constitute the majority of the ABE population in New Mexico with 39% of the total students served in 2011-12, a disproportionate segment of the student population compared to statewide ethnicity distributions. Students ages 25-44 constitute the majority of the ABE population, at 46% in 2011-2012. Enrollment of students ages 16-24 appears to remain constant at approximately 39%. The following charts show current demographic and enrollment trends in New Mexico ABE Programs.

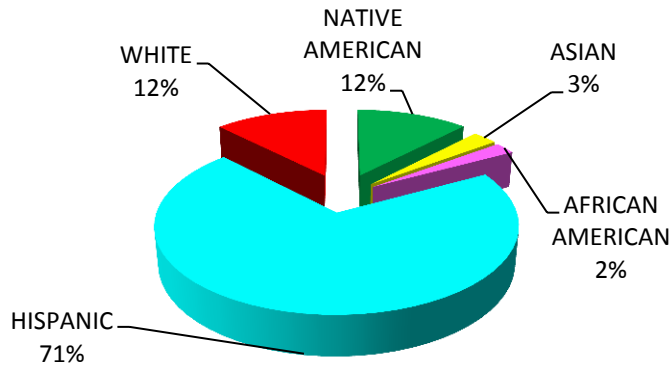
New Mexico Enrollment Distribution 2008-2012



New Mexico ABE Enrollment by Age



New Mexico ABE Students by Ethnicity



2) Federal Core Follow-up Outcomes Measures

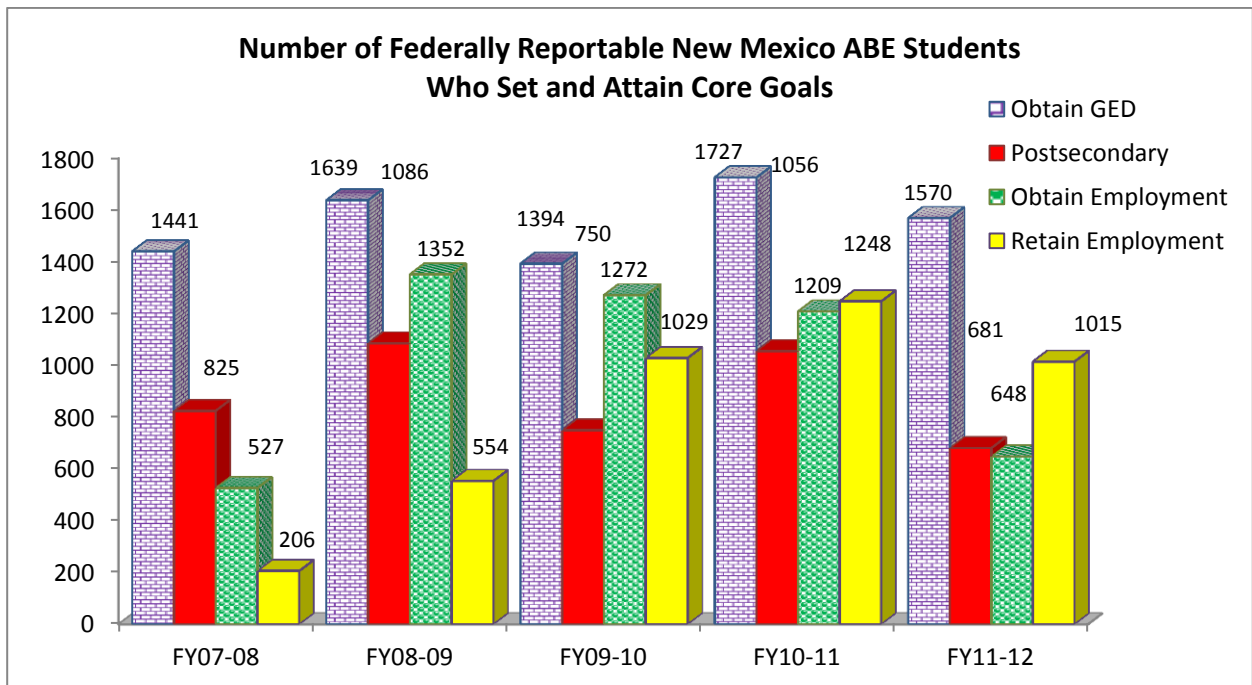
For the fifth year, NMHED ABE Division compares employment goal data with New Mexico Department of Workforce Solutions wage data for the purpose of reporting on employment outcomes. In addition, NMHED ABE Division used the Oklahoma Scoring GED data clearinghouse to match GED outcomes for ABE students. Matching LACES data with the New Mexico Higher Education Department’s database provides NMHED ABE Division’s postsecondary transition outcomes. Since not

all students who meet core goals are locatable by SSN, NMHED ABE Division will continue to augment data match results with survey data to represent as full a cohort of these students as possible.

Data Highlights:

- The percentage of GED attainment increased from 45% to 52% from 2010-11 to 2011-12. Of the 1800 ABE students who obtained a GED according to the data match, 1,570 are reportable on NRS Table 5. An additional 230 students reported GED attainment on NRS Table 13.
- The postsecondary transition rate decreased from 44% to 41% from 2010-11 to 2011-12. Available State financial aid, particularly, the New Mexico Lottery Scholarship declined during 2011-12.
- The percentage of reportable students who entered employment or training was 37% for 2010-11, and 22% for 2011-12, a decrease due to the decline of the entry level employment market in New Mexico. However, 44% retained employment in 2011-12 compared to 37% in 2010-11.

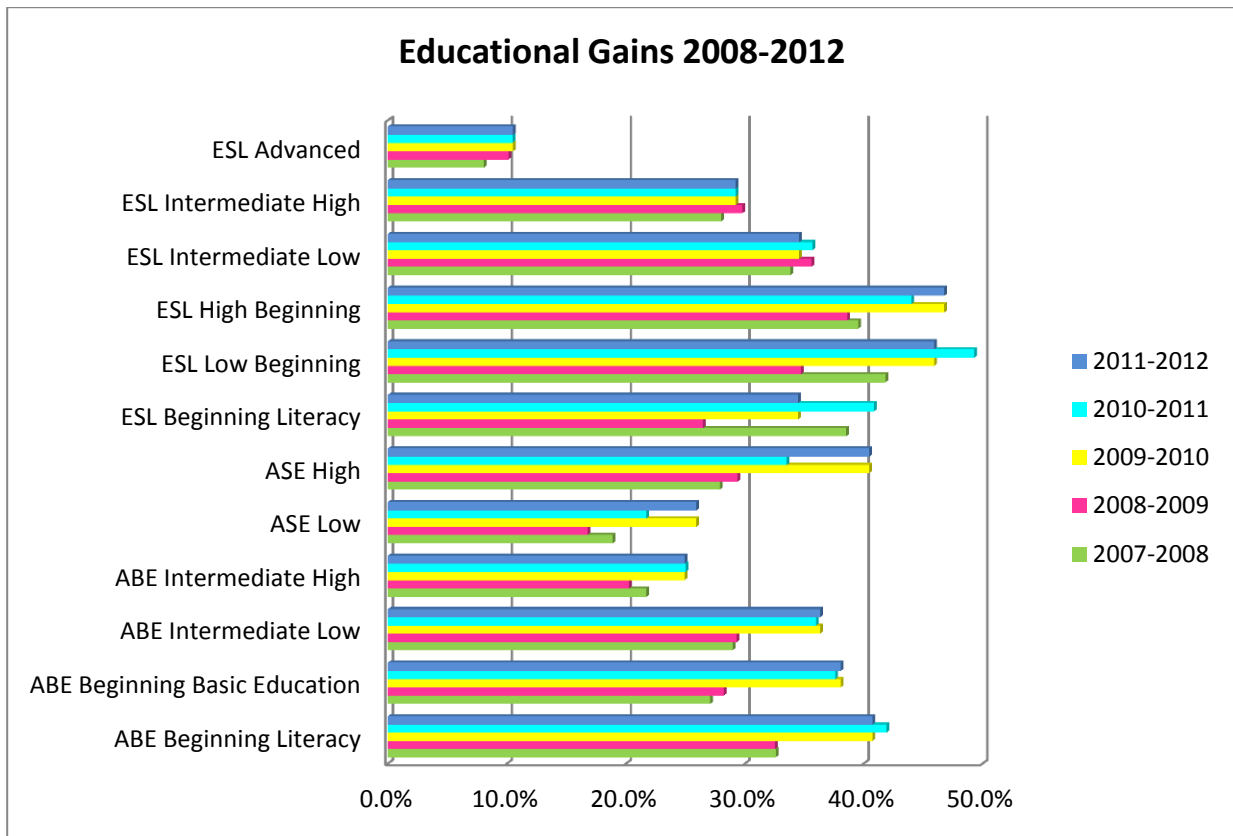
The following figure illustrates the total number of students achieving core NRS outcomes over the course of the past four years.



3) Educational Functioning Level Gains

Overall level gains are slightly higher at 33.4% in 2011-12 compared to 32.9% in 2010-11. Local programs have begun to focus on post-testing these students prior to taking the GED. While level gains for ABE Intermediate High have remained the same after an increase last year, gains for ASE Low have risen 4 percentage points over the previous year. Another targeted level is that of ESL Advanced students where completion rates have been consistently poor. To incentivize programs to increase performance of students at comparatively low-performing levels, the state has weighted performance at those levels in the funding formula.

The following figure shows percentages of students achieving level gains by their entering educational level for the past five years.



4) Performance Based Funding

The New Mexico Higher Education Department’s ABE Division is in its third year of implementing a performance-based funding formula. 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. In order to mitigate changes in the local ABE programs’ funding streams, the performance-based portion has been increased from 5% in 2009-10, to 10% in 2010-11, and to 15% in 2011-12. Over the past three years, data have shown an increase in accountability, cost-effectiveness, and student success. NMHED ABE Division is in consultation with an ABE funding formula task force to improve the effectiveness of the formula.

ABE Performance Based Funding Overview

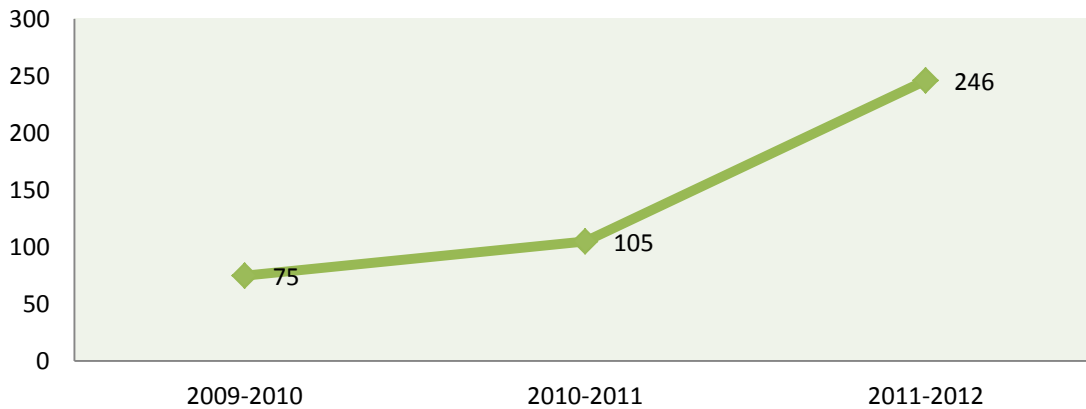
CORE FUNDING (85% in 2011-12)			PERFORMANCE
Base Grant (\$70,000)	Headcount (increase in performance % deducted from headcount)	Need 5% of Core	15% in 2012 (Increases Annually)
<p>CORE FUNDING</p> <ul style="list-style-type: none"> Supports State value of Student Access Measures Program Inputs Supports head count and amount of need in counties served Ignores program performance 		<p>PERFORMANCE FUNDING</p> <ul style="list-style-type: none"> Supports state value of Student Success Measures program Outputs Rewards program performance Ignores program headcount 	

5) Distance Learning and the use of Educational Technology

NMHED ABE Division 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, SkillsTutor, WorkKeys, Key Train, Rosetta Stone, PreGED, and GED Online software. These programs have the synergistic benefit of enhancing student computer literacy while simultaneously providing basic literacy and numeracy instruction. During 2011-12, NMHED ABE division enhanced teacher training in the use of technology in the classroom.

The NMHED ABE Division discontinued its partnership with the national Project IDEAL. In 2012-13 NMHED ABE Division has rejoined Project IDEAL as an associate member to build effective distance education programs for adult learner and help teachers develop materials and tools. In 2011-12, New Mexico currently had ten sites utilizing distance education. All had been trained through Project IDEAL to implement these distance education programs.

Number of ABE Students Participating in Distance Education over 3 years



GAIN and TABE online are the assessment technology used in New Mexico. Approximately 35% of New Mexico's ABE students are assessed using online instruments.

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 HED ABE Division spent an estimated \$157,000 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:

- NMHED ABE Division continues its efforts to implement integrated basic education and skills training (I-BEST). In the spring semester of 2012, 5 community colleges launched pilots in this collaborative effort with ABE programs. Leveraging funding obtained from a U. S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, and funding from Jobs for the Future (JFF). The pilot courses at these colleges encompassed ten career pathways with 99 students participating.
- Increasing NMHED ABE Division involvement in various employer-educator collaborations is having a positive impact on employer acceptance of Work Readiness Certification. The State is continuing to increase the use of WorkKeys through regional professional development activities, and all I-BEST pilots are using WorkKeys.
- During the continuing economic downturn, 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, ABE-Workforce collaborations go beyond meeting and planning by engaging in program-specific activities such as

- 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
- 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
- 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

- 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 2011-12, seven NMHED ABE Division programs received funding which totaled \$208,643 to provide EL Civics activities and services. Together, these programs and organizations served 1,671 students and accomplished the following:

Catholic Charities—serving 66 students

- In 2011-12, EL/Civics and computer/ ESL classes averaged 91 contact hours per student as compared to an overall average contact hours of 71 hours per student. EL/Civics classes and computer/ ESL classes showed a higher than average level gain rate – 57% for EL/Civics and 72% for computer/ESL.
- Total number of contact hours = 6, 006.
- Tutoring lower English-speaking students has increased the percentage able to complete the citizenship process.

Doña Ana Community College—serving 520 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 EL/Civics program in Tucumcari works with a transitory English language learner student population, and provides EL Civics 6 months of the year.
- Instruction included volunteerism, civic engagement, and citizenship preparation.

New Mexico Junior College—serving 343 students

- The program continues to integrate the EL/Civics project into all ESL classes. The program experienced a 40% increase in the number of EL/Civics students in 2011-12.
- Twenty-two 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 eight students were honored for their literary efforts in conjunction with the Constitution day events. Students attended a speech by Dr. Patty Emmerich on the importance of the U. S. Constitution.

NMSU-Alamogordo—serving 92 students

- Using citizenship classes, field trips, and writing exercises, the program placed special emphasis on government education, including the budgetary process. They examined the voting process in depth, from studying the issues to marking the ballot.
- Compared to 2011, the program experienced a 9.8% decrease in the number of students served and a 28% decrease in the amount of instructional hours provided. The program identified a large population of high-skilled students as creating a challenge in providing activities that meet the needs of all students in a multi-level classroom.
- 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 842 students

- EL/Civics students demonstrated a 94% fundable rate.
- EL/Civics students showed a higher level gain rate than the general ESL population. The overall level gain rate was 38%. The greatest gains were in levels 1 through 3, all of which exceeded 55%.
- 73 % of students demonstrated increased knowledge of and/or participation in civics issues and U.S. history by completing “in house” knowledge based assessments.
- Professional development included EL/Civics-specific departmental training, training in the use of EL/Civics writing assessments, web-based professional development, NMTESOL training, and ELL focused writing workshops.
- The Civics Resource Library provided authentic civics materials including maps, circulars, healthcare brochures, library card applications, bus schedules, and financial literacy information. The EL/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 151 students

- The EL/Civics program showed a 79% fundable rate in 2010-2011, which rose to 93% in 2011-12.
- 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.
- Students heard presentations about the roles of state and federal legislators, and social issues, such as domestic violence.
- ESL students continue to be 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.
- 7 students successfully completed the citizenship process.