**New Mexico Annual Narrative Report**

**Program Year 2020-2021**

**Introduction**

During PY 20/21, the New Mexico Higher Education Department’s Adult Education Division (NMHED-AE) was funded by a state legislative appropriation of $6,750,000 and by a grant from the U.S. Department of Education under the Title II of the Workforce Innovation and Opportunity Act--the Adult Education and Family Literacy Act (AEFLA)--in the amount of $5,034,462. The federal grant included $282,241 for Integrated English Literacy and Civics Education (IELCE) under Section 243 of AEFLA.

A staff of 4.5 FTE was responsible for overseeing all NMHED-AE operations and activities in PY 20/21, including: (1) Monitoring subgrantee grant compliance and performance and providing technical assistance, leadership, and high-quality professional development opportunities; (2) Collaboration with WIOA core and other partners on local, state, and national levels; and (3) Reporting to state and federal agencies and other entities. NMHED-AE supported 24 local adult education providers during this reporting year, the final year of our current competitive AEFLA grant cycle. A new Request for Applications for the AEFLA grant was released and the competition was held in spring 2021 for the next grant cycle (2021-2025). NMHED-AE made sub-awards to 26 programs; these include all 24 programs from the previous grant cycle and two new programs.

The majority of New Mexico’s local providers are community colleges and branch campuses. The 24 programs addressed in this PY 20/21 report include two nonprofit entities and one state agency (Corrections). The prolonged pandemic has severely impacted New Mexico’s vulnerable adult learners and teachers. Local programs have experienced drops in enrollment, staff turnover, COVID-19 outbreaks, and challenges transitioning to online and hybrid service delivery. Nonetheless, local providers served a total of 5,308 adult education students in all four (4) workforce regions. In addition, Adult Education programs and services continued to be provided in all New Mexico prison facilities.

In October 2020, longtime State Director Frances Bannowsky retired. The new State Director, Amber Gallup Rodriguez, stepped into that role in January 2021. This change in leadership has involved much learning in a short time period for Ms. Gallup Rodriguez and has occasioned both the continuation of long-held priorities and the introduction of several new initiatives and emphases. Many of the activities detailed in this report represent first steps – such as the design of a professional development system and a revision of monitoring procedures – in a longer-term strategy of serving more learners better in New Mexico.

**1. State Leadership Funds (AEFLA Section 223)**

**(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:**

**Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).** New Mexico invested the majority of funds made available under Section 223 in three primary buckets: (1) Supporting the Literacy Pro contract for our LACES database, (2) Professional development initiatives and opportunities, including the services of two professional development consultants who carried out distinct roles, and (3) state staff salaries. Item (1) is self-explanatory and key professional development initiatives will be discussed in the next subsection below, so this subsection will highlight some elements related to (3).

To support implementation of strategies and initiatives in New Mexico’s Combined State Plan, the former and current State Directors and staff members engaged in various initiatives and participated actively in cross-agency committees and task forces. The Outreach Coordinator, whose position was designed to assist NMHED-AE in building collaborative partnerships at the state and even national levels, often facilitated our participation in these initiatives. The former and current State Directors continued to serve on the Economic Development Department’s (NMEDD) Job Training Incentive Program (JTIP) board, a major state workforce system investment initiative. The Director and Outreach Coordinator continued to participate in monthly state-level WIOA partner meetings and in all state workforce board meetings (the State Director was subsequently appointed to the State Workforce Board in early program year 2021-2022), while also engaging in smaller, more frequent meetings with Department of Workforce Solutions’ (NMDWS) staff and leadership. These meetings have focused on several key issues that are central to our partnership with NMDWS (e.g., quarterly report requests that local programs receive from Workforce Development Boards; the process for referrals from One-Stops to adult education programs; arriving at a coordinated definition of “basic skills deficient”). In addition, the Outreach Coordinator participated in a range of additional regional board and partner meetings and kept the State Director apprised of various efforts. Our State Data Administrator collaborated with staff in a large, ongoing, cross-agency effort to build a longitudinal data system, while also joining the State Director in a workgroup with NMPED to solicit and review applications from providers of adult diplomas in order to fulfill legislation passed in New Mexico in 2019.

**The establishment or operation of high-quality professional development programs as described in section 223(1)(b).** NMHED-AE has always provided high-quality and comprehensive professional development (PD) opportunities for local programs throughout the year. However, our office has also been engaged for several years in planning for a statewide professional development *system* that will, in part, synthesize past successful but somewhat-siloed efforts at providing PD. This effort began formally with a LINCS partnership for this purpose in PY 2018-2019 and continued in PY 2019-2020, though slowed by the pandemic. The PD system design process notably accelerated in PY 2020-2021. During this program year, we designed an online PD portal (pd.propelnm.org) and a Workplace Moodle-based learning management system that will serve as the centralized hub for online, hybrid, and face-to-face PD opportunities offered within the PD system, named *Propel*. We also established a permanent website (propelnm.org) for our sub-awardee programs, where they can easily access a calendar of upcoming events, policies and forms, instructional resources, and contact information for their peers and state office staff. In collaboration with state PD consultants and informed by our research of AE PD systems in other states, our staff completed an overview of the system and a plan for three field-led workgroups on PD system policy, the development and prioritization of content strands, and credentialing system approaches; these groups will complete their work in PY 2021-2022.

To coordinate and extend the ongoing PD efforts and assist in building the comprehensive system, NMHED-AE issued a contract to the University of New Mexico to support a ¾ time PD Coordinator. Highlights of the PD Coordinator’s work this year included: a 10-week Motivational Coaching for Adult Educators course that resulted in 39 certificates; Training from the BACK of the Room, culminating in 10 NM practitioners achieving certification and two specialists receiving national train-the-trainer certification; participation in the national Teaching Skills that Matter initiative; offering the IDEAL 101 course, which helped programs plan distance learning during the pandemic; NROC membership for open access to instructional support for college and career readiness; and twice-monthly webinars in collaboration with our state Distance Learning Support Team on technology integration, virtual learning, and ESL instructional topics. For the entirety of program year 2020-2021, all professional development offerings and meetings were held virtually due to COVID-19 restrictions. This barrier required significant additional efforts by the PD Coordinator and others to transition formerly face-to-face offerings to an online environment.

NMHED-AE also issued a contract to national trainer and consultant Jeff Fantine to lead practitioners through Year 2 of a 3-year Career Pathways Initiative (CPI) for local programs. Year 2 of this longitudinal CPI focused on implementing a comprehensive Career Pathway Service Delivery system for NMHED-funded adult education programs and to promote the development of career-contextualized instruction, IET programs, work-based learning opportunities for eligible New Mexicans. Programs worked over the entire year within peer-to-peer coaching pairings guided by Dr. Fantine. New Mexico now has over 20 IET programs in various stages of development and implementation.

Mr. Fantine also participated in PD system design efforts, including the initial design of several elements of the Propel system and the PD portal itself using our Workplace Moodle LMS. Finally, Mr. Fantine led a field workgroup to produce a set of 12 innovative and AE-focused Career Pathway maps that correspond to viable existing pathways in high-demand occupations in our governor’s published priority sectors (sites.google.com/nmdelt.org/propelnm/instruction-content-areas/career-pathways).

Leadership and other funds were also used to offer professional development in the form of a virtual Teachers’ Institute and a virtual state conference co-sponsored with the NM Adult Education Association (NMAEA), both well attended by all sub-awardee programs.

**Provision of technical assistance to funded eligible providers as described in section 223(1)(c).** Technical assistance was provided to all programs by request and as structurally initiated by NMHED-AE. Structurally initiated forms of TA included the provision of several updated policies and other written forms of guidance; it was also provided to local program directors statewide through required, monthly virtual meetings. Programs also received TA prompted by any flags or concerns as the result of regular NMHED-AE desk monitoring of program data. Informal technical assistance was provided by all state office staff on a daily basis in response to emailed and telephoned requests from local programs. The PD Coordinator escalated the ongoing provision of technical assistance on the distance learning front throughout the pandemic year, providing resources as needed and at least bi-monthly webinars and online resource repositories (and ultimately creating the propelnm.org website). In addition to the CPI and other initiatives detailed above, Mr. Fantine also provided one-on-one technical assistance in IET development and contextualized instruction to 19 sub-awardee programs. Finally, Mr. Fantine spearheaded the creation of a New Hire Handbook for all local program staff, delivering a rough draft of the document in PY 2020-2021. This tool will be refined and posted at *propelnm.org* in PY 2021-2022.

**Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).** NMHED-AE focuses all monitoring and evaluation activities on improving the quality and efficacy of adult education and literacy activities throughout the state, and a designated state office Program Improvement Coordinator oversees efforts on this front. In PY 2020-2021, our office engaged in a revitalization of our monitoring and evaluation practices: we revised and simplified our structured Risk Assessment Tool, created a new set of monitoring guidelines, a monitoring checklist, Program Enhancement Plan template, and a number of other tools. We posted all of these online for our programs in an effort towards increased transparency and partnership in continuous program improvement (<https://sites.google.com/nmdelt.org/propelnm/policies-accountability/monitoring-reporting?authuser=0>). While the ongoing pandemic derailed planned in-person site visits, our revised process created guidelines for virtual site visits and hybrid visits are already planned throughout the upcoming program year, with prioritization of visits determined by the risk assessment. Comprehensive desk audits were performed frequently and TA was provided to programs as needed. Programs submitted mid-year and annual reports and all state-sponsored PD initiatives were informed by NMHED-AE’s monitoring and evaluation efforts to support continuous program improvement.

**(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).** *(1) Developing content and models for integrated education and training and career pathways. (2) The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education. (3) Outreach to instructors, students, and employers. (4) Other activities of statewide significance that promote the purpose of this title.*

The new State Director collaborated with NMDWS, NMHED, and NMEDD staff on the design ReadyNM initiative (ready.nm.gov). This comprehensive effort, galvanized by need for pandemic recovery in our state, provides information on training, education, and careers for New Mexicans (including a growing list of IETs designed by adult education programs) in a one-stop comprehensive and convenient website. Ready NM has also offered grants to programs that design IETs or similar projects that assist adults to access job training for in-demand careers; the State Director served on the grant application review committee and represented the perspective of adult education. The State Director also collaborated with the Public Education Department (NMPED) on addressing key indicators in New Mexico’s Kids Count Report, an effort which will continue into the next program year. Both of these statewide collaborations further the development of a system that links adult learners to further educational and career resources.

Also noteworthy was NMHED-AE’s second year of membership in Jobs for the Future’s National Pathways to Prosperity Network, during which we continued to take the lead in cross-agency collaborative efforts to reduce adults’ barriers in accessing career pathways in our state. In doing so, we acted upon specific recommendations in the roadmap to career pathway creation that resulted from our first year of membership in the Network. Our Outreach Coordinator was also appointed by the Coalition on Adult Basic Education to serve as a year-long national Fellow in the “State Advocates for Adult Education” fellowship program in this program year, during which time she worked with the NM Adult Education Association to enhance relationships with statewide organizations, boards, and government agencies. We celebrated our field with a virtual Adult Education Day during the NM 2021 legislative session, inviting the public, lawmakers, and other agency staff to learn about our students and teachers and highlighting our role as a core WIOA partner.

The accomplishments of CPI Year 2, detailed earlier in this report, also address this item. Development and ongoing population of the *propelnm.org* website for practitioners served our goals of making sure IET-oriented, career pathways, and other tools and resources are readily accessible for our local programs.

**2. Performance Data Analysis**

**Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance.**

Enrollment deserves some focus in our overall assessment of core programs. New Mexico’s aggregate enrollment trends for the past four years are highlighted in the table below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Year** | **Beginning Literacy** | **Adult Education** | **Adult Secondary Education** | **ESL** | **Total Enrollment** |
| PY 17/18 | 1976 | 4887 | 1266 | 4098 | 12227 |
| PY 18/19 | 2649 | 3825 | 361 | 4125 | 10960 |
| PY 19/20 | 2286 | 3476 | 230 | 3528 | 9520 |
| PY 20/21 | 1368 | 2160 | 254 | 1426 | 5208 |

The COVID-19 pandemic continues to have a profound impact on enrollment in our local programs. Overall enrollment is down 45% in PY 20/21 from PY 19/20. While some of our local programs have shown an increase in enrollment, most are still impacted by the move to all online classes. There was hope that programs located on the campuses of community colleges could re-open to in-person classes, but that did not occur during the 20/21 program year.

Another important performance indicator to examine is measurable skill gains from NRS Table 4. Four years of this aggregate data is presented in the table below:

**Measurable Skill Gains (NRS Table 4):**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Year** | **ABE Level 1** | **ABE Level 2** | **ABE Level 3** | **ABE Level 4** | **ABE Level 5** | **ABE Level 6** | **ESL** | **Total Enrollment** |
| PY 17/18 | 41.3% | 42.2% | 42.7% | 43% | 49.1% | 46.1% | 32% | 39.2% |
| PY 18/19 | 36.9% | 37.1% | 33.2% | 33.9% | 42.2% | 37.8% | 36.3% | 35.6% |
| PY 19/20 | 38.2% | 31.9% | 28.9% | 31.8% | 30.2% | 16.7% | 29.3% | 30.3% |
| PY 20/21 | 42.2% | 31.9% | 25.5% | 33.3% | 26.7% | 30% | 31.1% | 31% |

Overall MSGs held steady between PY 19/20 and PY 20/21. The four-year trend was moving down, and while the pandemic has greatly impacted the number of students our programs have been able to serve, the performance in terms of MSGs has remained consistent. This is true with the analysis of just those students who were able to be post-tested. Serving students remotely in our very rural state has been a challenge. It has been a particular challenge to arrange post-testing for students who lack reliable internet access in their homes and are restricted from accessing in-person testing options.

**Employment Rate 2nd Quarter:** 21.9% of participants who exited programs were in unsubsidized employment during second quarter. *Performance in this indicator is about* ***3% below the negotiated target* of 24.9%.** Employment during the pandemic in New Mexico fell precipitously.

**Employment Rate 4th Quarter:** 10.5% of participants who exited programs were in unsubsidized employment during fourth quarter. *Performance in this indicator falls well below (****24.6% below) the negotiated target of 35.1%.*** During this quarter of the pandemic in New Mexico, the economy was reeling and many retail, service, and frontline workers were out of work. Our students are disproportionately low-wage workers in these fields and were very vulnerable to the effects of the pandemic.

**Median Earnings**: The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program was $3,734.45.  ***Performance in this indicator exceeds the negotiated target of $3,219.00.***

**Credential Obtainment**: 27.2% of program participants eligible to be included in this measure obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. ***Performance in this indicator exceeds the negotiated target of 20.3%.***

**EFL Gains for Pre-& Post-Tested Individuals (Table 4b):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Year** | **ABE Level 1** | **ABE Level 2** | **ABE Level 3** | **ABE Level 4** | **ABE Level 5** | **ESL** | **% Achieving EFL Gain** |
| PY 17/18 | 81.2% | 80.2% | 76.6% | 63.3% | 65.5% | 60.6% | 68.4% |
| PY 18/19 | 73.2% | 67.7% | 52.3% | 36.4% | 39% | 60.9% | 58.3% |
| PY 19/20 | 67.7% | 61.7% | 50.5% | 44.3% | 35.5% | 59.7% | 56.4% |
| PY 20/21 | 56.6% | 59% | 51.3% | 41% | 35.1% | 67.1% | 55.6% |

**Discuss how core program performance assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.**

PY 20/21 included many changes for NMHED-AE including the retirement of our long-time state director and the on-boarding of our new state director. Much time was spent with the new director to review and revise our monitoring processes and procedures to work collaboratively with the local programs to increase performance and improve the delivery of services to students. This overhaul included a new risk assessment tool, revised monitoring guidelines, and revamped monitoring procedures that recognize the reality of COVID-19 and the possibility that in-person site visit may not be available at all times. In addition, all local program continued participation in our sponsored Career Pathways Initiative which was discussed previously.

We have also developed and put into motion several plans to improve performance in future reporting years. These include, but are not limited to, the following: An additional contract with LiteracyPro to provide individualized analysis and one-on-one technical assistance for each program, focusing on meeting negotiated targets on key indicators; the introduction of an online student intake portal designed by LACES; monthly online data tutorials and Q &A sessions from LACES staff; regular New Director and New Hire webinars; the development of a PD system with required elements for new hires; and specialized, regular technical assistance meetings for IELCE and Corrections sub-awardees. We are enthusiastic about our plans for future program improvement.

**3. Integration with One-stop Partners: Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.**

The state eligible agency responsible for meeting one-stop requirements in New Mexico is the New Mexico Department of Workforce Solutions (DWS). The New Mexico Combined State Plan as well as the four regional Local Area Plans detail the operations of the one-stop centers and the applicable career services. During the 2020-2021 program year, all local programs offered career services and career counseling, including testing services with NRS-approved assessments. However, the on-going pandemic has taken a toll on cooperative agreements between the local AE programs and WIOA partners. Where in-person services once were commonplace, COVID has brought those practices to a halt. Some local programs have continued relationships with their local one-stop providers and have helped facilitate on-line connections for students, others have found the ability to keep the lines of communication open between WIOA Title II (Adult Education) and the other WIOA Titles. MOUs and IFAs are created at the local level between the individual AE programs and the LWDB that oversees the region(s) in which they provide services. Further, several local AE program directors serve on the LWDBs and work on various committees to ensure that Adult Education is represented at these important meetings and has a voice at the regional level.

**4 Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243): Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:**

**Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.**

New Mexico held a competition for both AEFLA and IELCE in spring 2021. Eight Adult Education programs applied for IELCE funding: six previously funded programs and two new programs. All eight were selected for funding. This funding goes forward into the 2021-2025 grant cycle.

Prior to the spring 2021 grant application process, the prior IELCE competition was held in 2017 and seven local programs were awarded IELCE funding. One program later decided that the IELCE funding was not aligned enough with its program goals and student population. The program returned the funds and that money was redistributed to the remaining six programs who had applied for and received IELCE funding. The six local programs who received IELCE funding during the 2020-2021 program year represent a designated local workforce area cross section, including two from the Northern Region, two from the Central Region, one from the Eastern Region, and one from the Southwestern Region. Five of the local programs are connected to higher education institutions and one is a community-based organization.

**Describe your state efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities**

The six local programs that received IELCE funding for the 2020-2021 program year each work to meet the requirement to provide services with integrated education and training activities in varied ways based on their individual program needs and student populations. For example, one program utilizes a computer-based system to improve college and career readiness to obtain the skills required to succeed in reaching both academic and workplace goals. Another program used another specific program (Burlington English) which allows them to integrate language acquisition and civics education with level- appropriate workforce preparation activities while completing digital literacy activities. Four of the programs, all located at institutions of higher education, specifically mentioned IET and Pre-IET programs on their campuses, including I-BEST courses that are available to IELCE participants. One program works closely with the IET Education Specialist to make the transition to college more inclusive for IELCE students and create systems to more effectively support this population. Currently, 15% of their IELCE student population are enrolled in IET programs. They are working to increase that number. One of the two larger IELCE providers reports that all IELCE participants have the opportunity to join IET programs offered by the community college. They offered a summer language academy as a jump start program before a training program that prepared students to fully participate in the full IET program offered by the college. By developing these “jump-start” programs, this local IELCE provider is setting its students up for success. The other large IELCE provider offers English language training, academic skills study, workforce preparation activities, soft skills practice, and digital literacy education to immigrants and refugees. All IELCE students are offered the opportunity to matriculate into the IBEST Program when they achieve a Level 5 or 6 proficiency to ensure best possible chances for success in those certificate programs.

**Describe how the State 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 section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.**

All IELCE local providers have made efforts toward partnering with other entities in order to meet the goal of placing students in unsubsidized employment in in-demand industries and occupations. One of the larger IELCE programs points out that they really target preparing students to enter unsubsidized employment, but rely on WIOA Core Partners, particularly the Department of Workforce Solutions (DWS) to facilitate placement in employment. This relationship between the local IELCE providers and DWS was emphasized by many of the programs. One IELCE provider that is a community-based organiation partnered with the City of Albuquerque Economic Development Department to offer a specialized accelerated Childcare English for Special Purposes class. This 8-week course aimed at English language learners focused on the vocabulary, conversations, and writing skills needed to be a successful childcare provider. This collaboration met an acute need in the community for early childhood care providers. Another college-based program saw the global pandemic interrupt their progress in this area and has as their goals to work with the Education Specialist – IET under the Professional Skills and Community Engagement Department to create internship opportunities that will happen concurrently with instruction and revitalize the community and civic engagement activities that were in place before the pandemic.

Our IELCE local providers have flagged this as an area that would be helpful for professional development and support; this TA is planned for PY 2021-2022.

**Describe how the State 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 section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.**

All six local program that received IELCE funding in the 2020-2021 program year have made efforts toward ensuring IELCE program activities are integrated with the local workforce development systems they partner with, though the pandemic has created significant challenges for these efforts. Some of these challenges are a direct result of the closures related to institutional restrictions from the State of New Mexico and individual institutions. While the pandemic has limited referrals and interactions between the IELCE service providers and the local workforce systems, it has not stopped the local programs from assessing need and planning for the future. Our large IELCE provider in the Southwestern region has created a partnership with the career services department at their community college to help guide students through the process of foreign credential evaluation, allowing students with credentials from their native country to transfer their skills to the job market in Southern New Mexico. The program offers workshops that incorporate practice interviews and study support to help students prepare for requirements to apply for citizenship. In addition, they will develop a series of industry specific Language Academies that will combine workforce preparation, workforce training, and adult education, targeted to specific industries in demand in the local area. At a smaller, college-based program in the Northern Region, the focus is on one-on-one advising to help assess and determine what students want and need to succeed in the path they want to follow as well as align with the local industry demands. Our IELCE program in the Eastern Region has partnered with the New Mexico Workforce Connection and Motivation Education and Training, Inc. (MET) to help IELCE participants with job related needs in order to create a better future for the students and their families. In the Central Region, our college based IELCE program works with the career navigator from the local one-stop center to offer students career counseling that includes information on high-demand industries and labor market information. Our community-based organization IELCE provider has established partnerships within the building trades and has worked to maintain those connections throughout the pandemic. Our IELCE programs will benefit from targeted TA opportunities planned for PY 2021-2022.

**How IELCE performance contributed to the state’s performance targets:**

IELCE performance was generally low during this program year, owing to the high vulnerability of New Mexico’s adult immigrant population to the pandemic and low levels of digital literacy and digital access among this population.

* **Employment Rate 2nd Quarter:** 9.3% of participants who exited programs were in unsubsidized employment during second quarter. *Performance in this indicator falls well below the* ***negotiated target* (24.9%).**
* **Employment Rate 4th Quarter:** 5.2% of participants who exited programs were in unsubsidized employment during fourth quarter. *Performance in this indicator falls well below* ***the threshold******of the negotiated target (35.1%).***
* **Median Earnings**: The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program was $5,121.21.  ***Performance in this indicator exceeds the negotiated target ($3,219.00).***
* **Credential Obtainment**: 7.1% of program participants eligible to be included in this measure obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. ***Performance in this indicator falls well below the negotiated target (20.3%).***

**5. Adult Education Standards: If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.**

In 2010, the New Mexico Legislature adopted the Common Core State Standards for K-12. NMHED has adopted the College and Career Readiness Standards (CCRS) developed by OCTAE to align with the Common Core Standards. All courseware and lesson plans used by Adult Education programs statewide must adhere to CCRS and thus align to the Common Core. NMHED-AE has no significant changes on this front for this reporting period, other than to emphasize that all state-sponsored PD initiatives are designed in part to support local AE program providers’ increased competency with respect to designing lessons and instruction aligned to CCRS.

**6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225): What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.**

These data were provided to NMHED-AE by the New Mexico Corrections Department (NMCD) in December 2021 and were based on prison releases and institutional intakes where the intake occurs after the release date, indicating a return to custody status. NMCD took ‘offenders’ (sic) from the NMHED-AE LACES database (NRS Table 4) during FY18 and compared them against the population released during FY18 to determine the population from NRS Table 4 that were released. NMCD then calculated the recidivism rate for the overall population released in FY18 and those individuals who returned to NMCD custody within a 3-year period, and then further broke it down by those who met the NRS Table 4 criteria (adult education students) and those that did not meet the NRS Table 4 criteria (not adult education students).

**Recidivism Analysis**

Offenders released from custody between 7/1/2017 and 6/30/2018 and returned to custody within 36 months.

Data for this analysis is complete

**All Releases**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Total Releases: | 3428 | Distinct Offenders Released: | 3350 | Multiple Releases: | 78 |
| **From Table 4:** | **509** | Distinct Recidivists: | 1477 | Multiple Returns: | 20 |
| Total Recidivists: | 1497 | Recidivism Rate Distinct: | 44.09% |  |  |
| **From Table 4:** | **247** | Average Days Out, Distinct: | 282 |  |  |
|  |  |  |  |  |  |
| Recidivism Rate: | 43.67% |  |  |  |  |
| **From Table 4:** | **48.53%** |  |  |  |  |
|  |  |  |  |  |  |
| Average Days Out: | 283 |  |  |  |  |
|  |  |  |  |  |  |
| **Return Reasons** | **Count** | **Rate Breakdown** |  |  |  |
| Technical Parole Violations: | 1053 | 30.72% |  |  |  |
| New Charges: | 337 | 9.83% |  |  |  |
| Pending Charges: | 106 | 3.09% |  |  |  |
| Other: | 1 | 0.03% |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Under expected use the Other category will count offenders with a “Return from Escape” return reason.**

We wish to note that the NMHED-AE Outreach Coordinator, Michelle Ribeiro, continues to serve on the national Barbara Bush Foundation for Family Literacy Corrections Education task force.