



U.S. Department of Education Office of Career, Technical, and Adult Education

New Mexico Narrative Report: Program Year 2019/2020

Introduction

During PY 19/20, the New Mexico Higher Education Department's Adult Education Division (NMHED-AE) was funded by a state legislative appropriation of \$6,235,900 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, or AEFLA--in the amount of \$4,153,357 and \$267,864 for Integrated English Literacy and Civics Education (IELCE) under Section 243. Note that the state appropriation figure cited above reflects a substantial increase over last year's state allocation to Adult Education, to the happy tune of \$1,000,000. This increase was in some measure prompted by the passage of legislation that put a new age cap on the use of secondary education system dollars in New Mexico, affecting a handful of charter schools which served adults. Also contributing were strong advocacy, education, and outreach efforts on the part of many to encourage lawmakers and leaders to more fully support Adult Education's critical role in the state workforce system. In New Mexico and nationwide, Adult Education is increasingly being recognized as both the important public service and the robust economic catalyst it has always been, and we were thrilled to see this recognition translate into more financial support for Adult Education in New Mexico. Increased funding allowed for higher allocations to local AE programs and for investment in several key state-sponsored initiatives we will highlight in this narrative report.

A staff of 4.5 FTE was responsible for overseeing all NMHED-AE operations and activities in PY 19/20, including: (1) Monitoring subgrantee grant compliance/performance and providing necessary technical assistance, leadership, and high-quality professional development opportunities; (2) Outreach and 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 penultimate of our current competitive AEFLA grant cycle. The majority of New Mexico's local providers are community colleges and branch campuses. Together, local providers served a total of 9,520 adult education students with "high-touch" instruction and services in all four (4) workforce regions. In addition, Adult Education programs and services continued to be

provided in all New Mexico prison facilities, since one of our largest AEFLA subgrantees is the New Mexico Corrections Department.

The worldwide COVID pandemic was a major disruptor during this reporting period, with landslide onset hitting in early March, 2020. While Adult Education in New Mexico was well-positioned to quickly transition to primarily distance education options, and while NMHED-AE saw creative and truly heroic efforts by local programs to support students and encourage persistence, new enrollments, and continued testing...huge COVID-specific struggles combined with related rural realities, poverty, and the gaping digital divide in our state took a fast toll, with consequences that continue to mount -- but which also presented opportunities for collective awareness and action on many fronts. Mishandled, certain quantitative data points could be woven into future narratives to tell a false tale of field inefficacy. We will need to guard against this, enriching possibly limited stories with some of the stunning contextualized successes that no doubt every Adult Education program in every state will be very willing and eager to share, along with embracing some lessons learned we would do well not to forget -- especially those centered around critical equity issues.

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 + contract with Edmentum to provide Plato and other customizable CCRS-aligned instructional courseware to all local Adult Education programs statewide, (2) Professional development initiatives and opportunities, primarily for local programs/practitioners, and (3) state staff salaries. Item one 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 State Director continued to serve on the Economic Development Department's 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 Outreach Coordinator participated in a range of additional regional board/partner meetings and was appointed to serve on the Central Region's Eligible Training Provider subcommittee. The role of NMHED-AE's Outreach Coordinator was essentially created to assist NMHED-AE in building truly collaborative partnerships at the state level and beyond, and PY 19/20 was a very productive year on this front. New Mexico's new Combined State Plan was created during this reporting year, and the Outreach Coordinator was heavily involved in collaborative planning efforts with

all core partners at the state level, as well as serving as the primary architect for the AEFLA-specific sections of the Plan. In terms of *actual collaborative planning*, we are happy to share that this year's process was infinitely more effective than the last round of State Plan assembly (where essentially core WIOA Titles independently wrote their sections of the plan without much discussion or collaboration and then submitted them independently to DWS, who compiled everything into a single document). This round was different; local NM nonprofit *New Mexico First* was hired to design and facilitate a longitudinal and highly participatory planning and collaboration process to create New Mexico's new Combined State Plan. A similar structured and consultant-led process spearheaded by the state workforce board Chair and the NM Public Education Department (College and Career Readiness Bureau) engaged employers and key stakeholders—including Adult Education—in statewide planning efforts around the new Perkins V Plan with a focus on alignment and mobilizing the creation of state/regional sector strategies, a key strategic priority in the Combined State Plan.

The establishment or operation of a high-quality professional development programs as described in section 223(1)(b). In the previous reporting year, NMHED-AE formally partnered with LINCS and worked with a committee of statewide adult education stakeholders to complete and analyze the LINCS Professional Development Self-Assessment Tool, and subsequently began to move forward with the process of planning for the development of a statewide professional development system. PY 2019/2020 marked the beginning of a three-year plan to step up state leadership efforts on this front. Our focus is on the reshaping and synthesis of past successful but relatively siloed efforts like the state-sponsored Distance Education and Learning Technologies (DELT) project and the state-sponsored C3 initiative into a larger, more cohesive system to facilitate wider reach and further enhance PD efficacy. To this end, NMHED-AE issued a contract to the University of New Mexico to support a $\frac{3}{4}$ time PD Coordinator. The role of this person was/is to assist NMHED-AE with ongoing work designing the PD system itself, as well as with the coordination and provision of ongoing high-quality PD to the field. NMHED-AE also issued a contract to national trainer/consultant Jeffery Fantine to co-design and lead a longitudinal (3-year) Career Pathways Initiative (CPI) for local programs and to further assist with PD system design efforts, which are slated to include the development of a state-sponsored PD portal in PY 20/21 and the eventual design and implementation of an Adult Education credentialing system.

The longitudinal CPI mentioned above was created to ensure that Adult Education leaders and providers statewide (and other WIOA partners who participated) uniformly understand both the spirit and the key letters of WIOA legislation, including actual definitions and requirements, and that they are using this knowledge to systematically inform their self-evaluation efforts, their service delivery model, and their collaborative efforts with partner agencies and organizations. Significant inroads on this front had been made with the earlier C3 initiative, which served as a powerful springboard for CPI launch. For the entirety of PY 19/20, in-person and virtual training and local program action planning centered around ten (10) critical service delivery components, including partnerships, fostering a career culture, utilizing labor market

information, onboarding, education and career planning with students, advising, instruction, alignment, special populations, and wrap around support services. All 24 local AE programs participated in CPI Year 1, with a majority subset receiving additional incentive funds as a result of their particularly ambitious CPI strategic action plans.

In addition to the comprehensive Career Pathways Initiative, leadership and other funds were used to offer professional development in the form of regular webinars, annual regional Teacher Institutes sponsored by the NM Adult Education Association (NMAEA), and the annual state conference co-sponsored by NMAEA and NMHED-AE, which this year was held in conjunction with the Mountain Plains Adult Education Association (MPAEA) and achieved a record turnout. Other key state-sponsored initiatives during this reporting period included implementing Training from the Back of the Room (TBR) and Motivational Coaching for Adult Education in cohort waves, with a focus on internal capacity-building.

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 updated policy and other written forms of guidance; it was also provided to local program directors statewide through regular virtual meetings. These meetings were conducted via GoToMeeting monthly until the onset of the COVID pandemic, at which point NMHED-AE began holding weekly meetings to provide additional direction and support. Programs also received TA prompted by any flags or concerns as the result of regular NMHED-AE desk monitoring of program data. The new PD Coordinator escalated the ongoing provision of technical assistance on the distance learning front when COVID hit, providing resources (and ultimately creating a website) and invaluable group and one-on-one guidance as programs made the rapid transition to almost entirely distance support and instruction for students.

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. Using a structured Risk Assessment Tool-based living document process to include situational factors prompting the need for a visit (e.g. unexpected program leadership changes), NMHED-AE conducted in-person site visits to local providers focusing on program management, operations, and instruction; data entry and management; and fiscal matters. The COVID pandemic derailed planned scheduling of these visits, so last year NMHED launched into designing a new virtual/hybrid site visit and monitoring process for implementation in PY 2020/2021. Comprehensive desk audits were performed quarterly with additional spot-checks as needed, and TA was provided to local programs both individually and collectively based on issues discovered and trends observed. The NMHED-AE Data Manager had planned to initiate a statewide work group (assembled) to provide structured focus on data collection and management issues and their relationship to program outcomes and improvement efforts, but

progress on this front was likewise derailed when the pandemic hit, so it had to be slated for a PY 20/21 revisit. Mid-year and annual reports were submitted by the funded eligible programs to help keep NMHED-AE abreast of local program status, including key programmatic changes, initiatives, innovations, and challenges. All structured state-sponsored PD initiatives centrally informed and were informed by regular NMHED-AE monitoring and evaluation efforts, and the stronger systematic provision of both are current areas of high priority focus for NMHED-AE 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 permissible activities listed above were highlighted in the State Plan as areas of planned priority focus for NMHED-AE. Accordingly, two efforts launched in PY 2019/2020 deserve mention here. The first was an effort to spearhead NMHED/HEI partnership and mobilization around effectively utilizing the Ability to Benefit financial aid provision to support adult education and other student entry into postsecondary education and career pathway tracks, including increased support for integrated education and training models. To begin laying groundwork for these ongoing efforts, last spring NMHED-AE worked with Cabinet leadership and NMHED's Financial Aid Division to offer training webinars to HEI financial aid offices and leadership statewide. In addition, the Outreach Coordinator and Director supported local program efforts in the Northern Region to collaborate with DWS and a new Title I provider to create a general MOA to serve as a springboard for collaborative efforts between this new Title I provider, local AE program providers, and the larger HEI system and institutions, and to pave the way for the creation of more specific collaborative MOUs to focus attention on the creation, expansion, and support of such prospective pathways and students, and to delineate roles of the collaborating partners. Significant progress has been made with several of these programs/institutions, and other regions are beginning to utilize the MOA and process blueprint to make progress in their own regions.

In another exciting and related development, during this reporting period the NMHED-AE Outreach Coordinator forged a formal partnership with national nonprofit Jobs for the Future (JFF) after exploring a potentially innovative approach to the organization's ongoing Pathways to Prosperity work, namely the idea of engaging key New Mexico agency stakeholders in a joint Pathways membership and initial asset mapping process regarding the current career pathway access and infrastructure landscape in New Mexico -- *with a targeted focus on Adult Education and Corrections Education out of the gate*. Support for this project vision from tapped state agency leadership (NMHED, NMPED, DWS, EDD, and NMCD) and the governor's office was

garnered quickly...so just as quickly that the Outreach Coordinator made a quick planned course change. After formally drafting an official project proposal with JFF and receiving the green light from NMHED Cabinet leadership to support the work, in February 2020 NMHED-AE used state-appropriated AE funds to give JFF a large grant to quickly build on mounting support and to begin the asset mapping phase of this planned longitudinal project. In partnership with NMHED-AE and with the Outreach Coordinator serving as project lead, JFF engaged in extensive interviews with a broad range of statewide workforce system stakeholders, while simultaneously conducting extensive state-specific desk research. In concert with these efforts, JFF used its many years of experience and work with other states in the career pathway development space to ultimately produce a set of final deliverables for New Mexico, including a strategic roadmap and targeted set of recommendations for the State to use to plan next steps in PY 2020/2021.

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 16/17	2057	5048	1167	4483	12755
PY 17/18	1976	4887	1266	4098	12227
PY 18/19	2649	3825	361	4125	10960
PY 19/20	2286	3476	230	3528	9520

The data shows an overall downward trend in statewide program enrollment, with a significant decrease between PY17/18 and PY18/19 and another significant decrease between PY18/19 and PY19/20. Pandemic-related shutdowns certainly contributed to the latest drop; most in-person service shutdowns happened early in New Mexico and in a more widespread, comprehensive fashion (per governor orders and urgings) than in many states across the nation. Drilling down a bit, we see that only beginning literacy enrollment figures have held fairly steady since 2016, with Adult Education, Adult Secondary Education, and ESL enrollment figures all dropping continuously, for the most part. A relationship may exist between the ESL enrollment decline and changes to immigration policies and attitudes during the Trump presidency, a possibility we plan to investigate further. The sharp drop in Adult Secondary Education enrollment since 2016 is particularly noteworthy, a drop which is likely related to the increasingly-strong job market in recent years – of course until very recently with pandemic

onset. At the time of this writing, we are not aware if this trend was widespread in other states across the country, but again, we plan to probe further.

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 16/17	44.9%	40.1%	35.8%	36.9%	42.8%	31.6%	30.9%	35.4%
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%

While the data above presents an overall picture of continuously-decreasing MSGs that may yet highlight a need for further investigation, if we examine the performance of students who were pre and post tested (NRS Table 4b), New Mexico fares much better than when overall MSGs are considered in isolate. The data below tell us that increased focus on retention and honing in on programmatic factors related to pre-and-post testing rates may be a ripe area for exploration and targeted modifications to help New Mexico reverse overall MSGs trends that seem to be moving in the wrong direction.

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 16/17	84.3%	72.4%	62.3%	53.4%	53.2%	56.9%	60.3%
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%
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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.

The following is a summary list of plans to further increase performance in future reporting years, since several large and related activities are underway: (1) Planned activation of a state-office led data analysis and action planning work group and required data sharing sessions during director meetings; (2) Improved quality and frequency of site visits via a new virtual/hybrid process, including strengthened front-end preparation activities and enhanced back-end follow up; (3) Improved TA via heightened quality of written guidance and expansion of channels, and related; (4) Improved PD via the development of a highly effective state-sponsored PD system, including a central PD portal, (5) Targeted outreach and expanded ATB/IET models and efforts to improve local program enrollment and retention; (6) Upcoming state office leadership transition to help guide and support new and ongoing efforts, including; (7) The creation of a new funding formula to incentivize key desired behaviors (e.g. local programs structurally supporting quality PD) as NMHED-AE heads into our next competitive AEFLA grant cycle in the spring of 2021.

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 New Mexico Department of Workforce Solutions (DWS) is the State eligible agency responsible for meeting one-stop requirements. Operations, including the manner with which applicable career services are provided, can be fully explored in both the Combined State Plan and --very shortly, in even more detail—in the four revised Local Area Plans that will be available for viewing via links on the DWS website, as well as on each region’s respective websites. Without exception, each of the 24 local Adult Education providers offer targeted in-house career services and counseling, including testing services with an NRS-approved assessment, but going beyond. For example, as a result of their participation in the state-sponsored Career Pathways Initiative last year, many local AE programs have hired at least a part time career navigator to work with students and to help connect them to WIOA partner services. New Mexico has not had to resort to the State option to support one-stop infrastructure costs; each of the four LWDB’s are responsible for determining partner share responsibility for these costs and have successfully worked with core required partners via MOUs to determine local option cost sharing. Some local Adult Education programs have additional MOAs or MOUs with LWDB-contracted Title I service providers, both youth and

adult. While this trend took years to establish, we hope that some firm successes last year—in the Northern and Eastern regions in particular—combined with increasingly strong partnerships forming at the state agency level (e.g. between NMHED-AE and DWS) support continued growth in the domain of clearly-articulated formal agreements for enhanced efficiency, efficacy, and genuine service alignment.

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 last held a competition for IELCE funding in 2017. The IELCE grant competition was held in conjunction with AEFLA grant awards. Seven local programs were awarded IELCE funding; however, one program later decided that the IELCE funding was not aligned enough to its evolving program goals and student population. The program returned the funds and that money was redistributed to the remaining six programs who applied for and received IELCE funding. The six local programs who received IELCE funding 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

Local program providers receiving IELCE funding work to meet the requirement to provide services with integrated education and training activities in a variety of ways. The community-based organization (Catholic Charities) partners with the New Mexico Roofing Contractors Association to provide basic skills instruction in context, including English language and civics education, while learning industry-specific trade skills and targeting HSE completion as needed. All local programs that are located within higher education institutions have HEI-supported IET programs. IELCE-funded adult education students can participate in I-BEST and pre-I-BEST bridge programming in a variety of industry sectors, with a focus to date on healthcare and construction and building trades.

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.

Of the six local programs receiving IELCE funding, four of the programs offer IET in health care related fields including CNA, phlebotomy, and a First Responder's certificate. Three programs have IET programs in the building and construction fields, including one who has students participating in introductory courses for renewable energy and solar technology. Two programs have seen a need for IET programs in early childhood education, although COVID interrupted planned start up for one of those programs. One of the programs has developed a curriculum focused on customer service in the hospitality industry as that is an identified area of need in the local workforce region (more on this in the next subsection). Given the fact that New Mexico is a bilingual and minority-majority state, we are definitely in nascent stages of what we could be doing to grow programs and partnerships to support the upskilling and career pathway development of the large ESL population, and recent years of anti-immigration politics and policy followed by the onset of the COVID pandemic have not helped matters. This is a domain NMHED-AE would like to more formally address and prioritize in coming months and years, including as a targeted focus of longitudinal efforts with the JFF career pathways partnership. New Mexico has not yet fully embraced the "ESL side" of the Adult Education house, so to speak. To find evidence of this, one must look no further than the fact that local programs reported limited-to-zero referrals on this basis from One Stops and core partners during this reporting period. Related NMHED-AE outreach and education efforts are slated to ramp up with organized efforts on multiple fronts in the coming year(s).

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.

The six local programs who receive IELCE funding all work with employers, One Stops, and the LWDBs in the regions in which they provide services to garner support and help determine needs and in-demand career and training opportunities, and many of the State Leadership activities already described serve to support local program efforts. Two programs in the Northern region who receive IELCE funding have recently identified the hospitality and tourism industry as one in need of English for workforce preparation instruction in order to develop a more skilled workforce, and local programs are ready and able to address such needs and requests. But a key question operating in an employer-driven workforce system is: And what else? How can we create a more comprehensive win-win here? One of the challenges in the hospitality and tourism industry--important in many regions/locales in New Mexico--is low-paying employment with few structurally-supported opportunities to earn family-sustaining wages or achieve career pathway progression. This is one of the challenges we need to meet with creative solutions centrally involving the state's employers, and NMHED and other state agencies like the Department of Workforce Solutions and the Economic Development Department could and should be active proponents and leaders in such efforts. Effective, creative, comprehensive employer engagement is a very high State Plan priority, by all apparent

measures in nascent stages of development in New Mexico. The JFF partnership project is ideally suited to help New Mexico address this and other priorities moving forward.

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 provider's increased competency with respect to designing lessons and instruction aligned to CCRS, from the aforementioned CPI to the (COVID-interrupted) rollout of the statewide TBR initiative.

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) 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 FY17 and compared them against the population released during FY17 to determine the population from NRS Table 4 that were released. NMCD then calculated the recidivism rate for the overall population released in FY17 and those individuals who returned to NMCD custody within a 3-year time 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). Note: NMHED-AE strongly encourages USDE/OCTAE to explore and develop additional reporting emphases related to Adult Education programming in a Corrections setting, emphases that go beyond just recidivism rate reporting. Recidivism rate is a distal measure and while globally relevant, it is only indirectly related to actual AE program efficacy. Corrections Education is a complex matter involving complicated systems within systems, even more so than many other complex system-related matters involving Adult Education. (During this reporting period, the NMHED-AE Outreach Coordinator was appointed to serve on a national Barbara Bush Foundation for Family Literacy Corrections Education task force, with relevant report releases scheduled for this year.)

Recidivism Analysis

Offenders released from custody between 7/1/2016 and 6/30/2017 and returned to custody within 36 months.

Data for this analysis is complete

All Releases

Total Releases:	3,668	Distinct Offenders Released:	3,567	Multiple Releases:	101
From Table 4:	389	Distinct Recidivists:	1,588	Multiple Returns:	30
Total Recidivists:	1,618	Recidivism Rate, Distinct:	44.52%		
From Table 4:	206	Average Days Out, Distinct:	315		
Recidivism Rate:	44.11%				
From Table 4:	52.96%				
Average Days Out:	319				
<u>Return Reasons</u>		<u>Count</u>	<u>Rate Breakdown</u>		
Technical Parole Violations:		927	25.27%		
New Charges:		471	12.84%		
Pending Charges:		219	5.97%		
Other:		1	0.03%		

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