

# New Mexico Adult Education Local Program Annual Report 2024-2025

## Annual Program Report Cover Page

|                                                           |                                                                                                                        |                           |  |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------|--|
| Program Name:                                             | <b>Clovis Community College Adult Education</b>                                                                        |                           |  |
| Institution or Organization:                              | <b>Clovis Community College</b>                                                                                        |                           |  |
| Address:                                                  | <b>417 Schepps Blvd.</b>                                                                                               |                           |  |
| City:                                                     | <b>Clovis</b>                                                                                                          |                           |  |
| County:                                                   | <b>Curry</b>                                                                                                           |                           |  |
| Zip:                                                      | <b>88101</b>                                                                                                           |                           |  |
| Main Phone:                                               | <b>575-769-4095</b>                                                                                                    |                           |  |
| Website:                                                  | <b><a href="https://clovis.edu/css/adulteducation/index.aspx">https://clovis.edu/css/adulteducation/index.aspx</a></b> |                           |  |
| Social Media:                                             | <b><a href="https://www.facebook.com/CCCAdultEdu/">https://www.facebook.com/CCCAdultEdu/</a></b>                       |                           |  |
| Workforce Region(s) Served:                               | <b>Eastern</b>                                                                                                         |                           |  |
| New Mexico Counties Served:                               | <b>Curry, Roosevelt, De Baca, Quay, Guadalupe</b>                                                                      |                           |  |
| Submission Date:                                          | <b>September 5, 2025</b>                                                                                               |                           |  |
| Program Director, Manager, or Coordinator Name and Title: | <b>Emily Glikas, Executive Director of Sponsored Programs</b>                                                          |                           |  |
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\_\_\_\_\_  
Signature of the Chief Executive Officer or Designee

9/5/25  
\_\_\_\_\_  
Date

**Dr. Jonathan Fuentes, President**  
\_\_\_\_\_  
Typed Name and Title

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## Section I. Program Narrative Report

**Directions:** Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to the questions. Answers should be single-spaced.

1. Describe your program briefly. Include the services you provide under WIOA Title II and the student population you serve. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/452051>.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

The Adult Education Program at Clovis Community College (CCC) provides two primary types of instructional services to students: preparation for a High School Equivalency (HSE) exam and English as a Second Language (ESL) courses. Courses are provided in the mornings and evenings Monday through Thursday to accommodate as many student schedules as possible. The program's HSE courses are offered in English and Spanish, with a focus on applied arithmetic and content area literacy. Computer literacy, college and career planning, and employability skills are integrated into all HSE curriculum, which is aligned to the College and Career Readiness Standards. Instructors center regular technology use and student needs and goals in daily lesson planning and instructional design. The program's ESL courses provide a combination of leveled and group classes designed to increase students' English speaking, listening, reading, and writing skills. English literacy and grammar are taught in four levels of group classes, while supplementary multi-level ESL elective courses provide an opportunity for students to further practice their speaking, explore literature and personal writing, and engage with US civics and history. All ESL curriculum is aligned to the English Language Proficiency Standards and digital literacy skills are integrated into each class through regular computer use. A Computer Basics class is offered once a week to provide additional targeted computer practice in English and Spanish.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them.** If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

CCC's Adult Education program has retained a dedicated core team of five full-time employees (a director, a manager, two instructional coordinators, and a data specialist) for nearly four years. Staffing a sixth full-time position and the program's 8-12 part-time instructional positions has been more challenging. The program has faced higher levels of turnover among its part-time employees since the Covid Pandemic. The most frequently cited reason for instructors resigning from their part-time teaching load is not making enough income and leaving to pursue full-time positions with benefits. The program director has been in communication with campus administration and Human Resources to emphasize the need to consider increasing full-time instructional positions or increasing part-time instructor compensation. Procedural issues and equity concerns across campus programs continue to be a barrier to forward progress.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2025-2026 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

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The bulk of CCC's Adult Education classes were provided in-person in FY 2024-2025. Two higher-level ESL courses were offered in a hybrid format in Spring 2025 to experiment with new classroom technology and establish guidelines and processes for an expanded hybrid program in FY 2025-2026. Asynchronous online study options are provided to students who have high TABE pre-test scores (NRS 4+) or who have passed one or more parts of an HSE exam, and many ESL students utilize Burlington English to study independently in addition to attending their in-person class. In FY 2025-2026, the program will expand hybrid offerings to include all levelled ESL and HSE classes, allowing all students to access instructional opportunities through synchronous online opportunities.

4. List and provide a **brief** description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

The Adult Education Program has formal partnerships with its institutional host, Clovis Community College, and the Eastern Area Workforce Development Board (EAWDB). As outlined in its grant assurance agreements, CCC provides classroom space, IT support, furnishings, utilities, network support, and other resources to program staff and students. The program also maintains a formal MOU with the EAWDB and partners with local WIOA agencies to connect students to workforce programs, resources, and services. Informal partnerships include the program's partnership with the Eastern Region's ENLACE program to promote services among area parents and out-of-school youth, the Food Bank of Eastern New Mexico to connect students to food and assistance completing SNAP applications, the local TRIO program to assist HSE graduates in college enrollment and transfer, and the CCC Foundation to connect students to testing scholarships and other opportunities.

5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2024-2025:

- a. What were your PL priorities in 2024-2025 and generally speaking, how did you address them?

CCC's PL priorities in 2024-2025 were program management, communication, and performance. To address these areas in its PL activities, the program prioritized connecting as many staff members as possible to PL opportunities and dividing learning among staff instead of having a select few staff members participate in all the PL options. These efforts involve rotating which staff attend in-person trainings such as the MPAEA Conference, IET Institutes, and Continuous Improvement Institute, prioritizing part-time attendance to local and online offerings such as TBR or Teachers' Institutes, and utilizing in-house trainings within regular operational hours to ensure employees who are unable to travel or commit additional hours to professional learning have access to professional development. This divide-and-conquer strategy has allowed the program to build capacity across multiple staff members and connect practitioners directly to learning experiences rather than having them passed through the program director or other leadership.

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- b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?

**The most impactful PL experiences CCC Adult Education staff participated in this year were the Continuous Improvement Institute and the IET institute. The Director and Data Specialist attended the Summer 2024 Continuous Improvement Institute, which provided guidance for rethinking program data and direction for pursuing improved outcomes in FY 2024-2025. This institute changed several of our testing and data entry procedures to improve documented outcomes. The program's Data Specialist and Instructional Coordinators attended the Spring 2025 IET institute, which equipped the program to expand IET programming and increase IET enrollment. Expanding IET learning beyond administrative staff has allowed the program to improve IET data collection and entry and design two new IETs submitted to the state for approval in August 2025.**

- c. What were your main successes and challenges in implementing your PL Plan?

**CCC was successful in connecting all staff to professional learning opportunities sufficient to fulfill their required professional learning hours and was able to send multiple staff members to the state and regional adult education conferences this year. The primary challenge in implementing the PL plan was navigating, completing, monitoring, and maintaining all the documents in the PL Plan Tool Kit. These documents are overly extensive and a bit burdensome to complete. Due to their length and complexity, they are difficult to refer back to throughout the year, leading to PL planning documents being underutilized by staff and instructors.**

- d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?

**Yes, CCC's Adult Education Program was able to implement the NMHED-AE Professional Learning Policy. Program staff are heavily involved in statewide professional development, and the program prioritizes regular training and learning opportunities for all staff. This allows the program to ensure all employees complete mandatory PL hours. In FY 2025-2026, the program could benefit from simplified and streamlined PL planning documentation and mechanisms for documenting and tracking individual professional learning participation.**

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## Section II. Core Indicators of Performance 2024-2025

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

|                                                                                                      |     |
|------------------------------------------------------------------------------------------------------|-----|
| Number of NRS participants in PY 2024-2025 (Table 4, last row of column B)                           | 385 |
| Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)                    | 51  |
| Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE) | 71% |
| Level 6 students minus number of Alternatively Placed participants from Table 4, column B)           | -11 |

| Performance Measure                                                                                 | PY 2024-2025<br>Negotiated<br>Level of<br>Performance | PY 2024-<br>2025<br>State Goals | Program<br>Performance<br>2023-2024 | Program<br>Performance<br>2024-2025 |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------|-------------------------------------|-------------------------------------|
| Measurable Skill Gain, MSG (Table 4, Grand Total of last column)                                    | 40%                                                   | 56%                             | 55%                                 | 57%                                 |
| Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A | 31%                                                   | 43%                             | N/A                                 | N/A                                 |
| Employment Second Quarter After Exit (Table 5, first row of column G)                               | 41%                                                   | 44%                             | 47%                                 | 26%                                 |
| Employment Fourth Quarter After Exit (Table 5, second row of column G)                              | 41%                                                   | 45%                             | 37%                                 | 40%                                 |
| Median Earnings Second Quarter After Exit (Table 5, third row of column F)                          | \$4,600                                               | \$4,600                         | \$5,781.18                          | \$4,915.96                          |

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## Section III. Evaluation of Program Effectiveness

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

1. Discuss your retention rate and its changes compared to PY 2023-2024 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

**With 385 of 436 enrolled students becoming NRS participants, the Adult Education Program at CCC had a retention rate of 88% in FY 2024-2025, a 4 percentage point increase from the program's already-high retention rate of 84% in FY 2023-2024. The program believes its intensive 4-day onboarding is responsible for such a strong retention rate. In informal questioning, the most cited reason for students leaving prior to 12 hours of instruction is that students were not ready for the time commitment. The program's onboarding process allows staff to emphasize the required commitment and attendance upon intake and use motivational coaching strategies to help students identify the external supports they will need in order to participate in classes, allowing students who begin the program to continue.**

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below the 60% required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

**The Adult Education Program used a combination of strategies to achieve its 71% post-testing rate this year. Both ABE and ESL programs offer 12 hours of instruction a week and run in 6-week sessions, allowing students to receive the required hours of instruction between tests in a set amount of time (one session). Pre- and post-testing reasons and processes are communicated with students and instructors at orientation, with a heavy emphasis on monitoring student progress rather than evaluating student intellect to combat test anxiety or other negative testing connotations. In addition to these efforts, program advisors work closely with the data specialist to monitor student attendance and identify students ready to post-test to ensure post-tests are offered as soon as a student qualifies and before a student leaves the program.**

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

**The Adult Education Program at CCC exceeded the negotiated performance targets for Measurable Skill Gains by 17 percentage points and the state goal for MSGs by 1 percentage point. Program staff credit this achievement to several factors: program scheduling, design, and delivery; high-quality curriculum and instructional resources; regular participation in external and internal professional development across the department; and support from the state team, namely the state data administrator. While these efforts and strategies have contributed to the program's success, the program director believes the most significant influence on program performance is the retention of a core of full-time staff.**

**Student data also exceeded the negotiated target for Median Earnings Second Quarter after Exit by \$315.96. The program believes this is due to exiting student's ability to earn higher wages due to HSE completion, improved skills, or increased awareness of job opportunities due to the program's career pathways programming. While this metric exceeded the state target, it did drop from previous years, an alarming trend discussed further in the following sections.**

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

The Adult Education Program at CCC failed to meet the negotiated targets for Employment Second and Fourth quarters after exit. The program believes this is due to two factors: a low collection rate of social security numbers and a low rate of responses in follow-up surveys. In FY 2024-2025, the Data Specialist and Advisors increased efforts to complete follow-up survey calls. Students were each called 3 times (unless they answered earlier), with call times varied between morning, afternoon, and evening hours to attempt to catch students when they were available. The program believes these efforts have led to some success, and explain the significant increase in employment outcomes between the 2<sup>nd</sup> and 4<sup>th</sup> quarters after exit, as collection rates improved as surveys persisted. Program staff intend to continue bolstering these efforts in FY 2025-2026, and to encourage students to share their social security numbers with the program at intake to increase automatic employment matching.

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

Program performance data improved in the areas of enrollment and Measurable Skill Gains. NRS enrollment increased from 358 to 385 and MSG attainment increased from 55% to 57%. This continues the four-year trend in growth the program has witnessed since the Covid pandemic. Like last year, the program's employment outcomes remained its weaknesses. The program has been working to improve data capture through increased follow-up survey efforts and saw an increase in reported Employment 4<sup>th</sup> Quarter after Exit, growing from 37% to 40%. While the figure for Employment 2<sup>nd</sup> Quarter and Exit dropped significantly, the program believes this may be due to changing surveying methodologies and experimentation resulting in some data gaps. The program believes the drop in Employment 2<sup>nd</sup> Quarter after Exit is reflected in the drop in Median Earnings 2<sup>nd</sup> Quarter after Exit from \$5,781.18 in FY 2023-2024 to \$4,915.96 in FY 2024-2025. While this figure is still above the state target, the program would like to return to and surpass FY 2023-2024 figures in the upcoming year.

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

Enrollment and performance data are closely monitored by the program's data specialist, who works closely with advisors and instructional coordinators to identify students ready to test, at risk of leaving class, or in need of outreach and intervention. This data is also used to determine course schedules and offerings to ensure that classes are accessible and of sufficient time and intensity to promote student success. Program staff also monitor NRS trends to ensure that the appropriate levels of instruction are being offered to meet student needs.

In addition to the data it collects in LACES, the Adult Education Program at CCC also uses a variety of tools to collect additional quantitative and qualitative data through student and staff feedback. These tools include student-completed course evaluations, student focus groups, staff and supervisor evaluations, program evaluations, and instructor focus groups. These evaluations and conversations allow program staff to evaluate and refine curriculum, course scheduling, program design, staffing, and more each semester.

These internal efforts have been increasingly supported with state guidance and NMHED training offerings through the past two years, such as the Continuous Improvement Institute and the monthly data check-ins. This has allowed the Data Specialist and administrative staff to

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**regularly review and improve data collection and entry processes to ensure accurate and complete documentation and reporting within LACES.**

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

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

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

| Career and Training Services Applicable to AEFLA                                                                                                                                                                                                                                                                                       | Category of Service | Total Number of Participants Who Received This Service | Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024 | Average FEDERAL FUNDS Expenditure per Participant, <i>Excluding</i> Administrative Costs |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Outreach, intake, and orientation information                                                                                                                                                                                                                                                                                          | Career Service      | 436                                                    | \$3,364                                                                                                          | \$7.72                                                                                   |
| Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs                                                                                                                                                                      | Career Service      | 385                                                    |                                                                                                                  | <i>This service was delivered using state funds.</i>                                     |
| Referrals to and coordination of activities with other programs and services.                                                                                                                                                                                                                                                          | Career Service      | 385                                                    |                                                                                                                  | <i>This service was delivered using state funds.</i>                                     |
| Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.                                                                                                                                                                | Career Service      | 385                                                    |                                                                                                                  | <i>This service was delivered using state funds.</i>                                     |
| Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation) | Career Service      | 385                                                    |                                                                                                                  | <i>This service was delivered using state funds.</i>                                     |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                          |                     | 1,976                                                  | \$3,364                                                                                                          | \$1.70                                                                                   |
| Integrated Education and Training (IET) programs                                                                                                                                                                                                                                                                                       | Training Service    | 4                                                      |                                                                                                                  | <i>This service was delivered using state funds</i>                                      |

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

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2. Describe specific activities and strategies your organization has implemented to partner with the Local Workforce Development Board and your local One Stop staff / operators.

**CCC maintains a close working partnership with the local workforce office and the regional development board. CCC's Executive Vice President sits on the Eastern Area Workforce Development Board (EAWDB); the Adult Education Director serves on the standing One Stop Delivery and Youth Services committees; and the Adult Education Program Manager and HSE Instructional Coordinator regularly attend community partner meetings. This allows CCC and the program to stay up to date on EAWDB developments and programs, promote AEFLA services to EAWDB partners, and maintain positive personal relationships with key individuals. Local workforce representatives are invited to every HSE orientation to meet with students during intake, and students are regularly referred to workforce services if they are seeking a job or career information.**

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards>. How did your program align adult education and literacy activities in 2024-2025 with your Local Area Plan? What's working well? What are your biggest challenges?

**In EAWDB's Local Area Plan, Adult Education is tasked with providing academic and vocational training opportunities to adults, including preparing individuals for the attainment of a secondary school diploma or equivalent and transition to postsecondary education and training, improving individuals' ability to read, write, and speak English well enough to function on the job and in society, and providing other adult literacy and workforce preparation activities. These goals are in alignment with the program's core activities outlined in Section I. The program has found the most success in implementing the Local Area Plan by concentrating its efforts on its strengths, academic instruction and training, and relying on partner referrals and concurrent enrollments to support students' extracurricular needs and connect them to workforce opportunities and programs. It has worked well to include WIOA Youth staff and other EAWDB partners in the program's orientation processes. By bringing these personnel directly to the students, we can minimize back-and-forth trips for paperwork and help smooth out the referral process to ensure more students are connected with the resources they need. EAWDB has also increased efforts to strengthen referral systems by launching the MyHub portal to exchange and track student referral information. The biggest challenges in exchanging referrals are navigating staff turnover, navigating differing program requirements when referring students to opportunities, and decreasing the time from referral to contact to ensure students are connected to services as quickly as possible.**

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## Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2024-2025 program year.

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

**All students enrolled in the Adult Education Program at CCC are required to participate in career exploration during orientation and to submit a career plan as part of their onboarding to the program. This allows students to begin defining and communicating their long-term goals upon entry. Advisors and instructors refer to identified career goals when matching students with community referrals or planning instructional activities for the classroom. Students between the ages of 16 and 24 also meet with a WIOA Youth Career Coach during onboarding to explore potential workforce opportunities. Throughout the semester, instructors are encouraged to use career-focused instructional projects to ensure contextualized classroom content. Upon program completion or graduation, interested students are connected with CCC's advising and intake teams via TRIO or Student Services to explore postsecondary enrollment opportunities.**

2. Did your program offer any Integrated Education and Training (IET) programs this year?

If yes, please provide the number of IET students that your program served in PY 2024-2025 (Table 11, first row of column B).

4

3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

1%

4. Enter MSG rate of your IET participants.

100%

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

**Piloting the program's first IET, Welding, in FY 2024-2025 was a huge success. The program was able to enroll 4 HSE students in CCC's part-time Welding program while providing intensive advising and concurrent instructional support to bolster students' academic skills as they completed the program. The IET was largely successful, with 100% of participants experiencing some type of Measurable Skill Gain. The biggest challenge in navigating this IET was aligning Adult Education and college schedules. As CCC's Welding program only allows for a Fall start for students, there is a bit of a time crunch with getting student orientation and registration for the program completed when they are just entering or returning to the HSE program. For this reason, the program is exploring IET opportunities with entry points throughout the year as it develops further IET programs. This will allow program staff the time and space to provide the intensive advising, coaching, screening, and preparation activities successful IET participation requires. Other lessons learned included developing better systems of communication between AE/IET staff and Welding faculty, clearly defining requirements for program entry, and ensuring students are equipped with a deep understanding of the commitment of IET participation. These lessons will guide the implementation of the Welding IET in FY 2025-2026, and the development of additional IET programs.**

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## Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process. Make sure to include the timeline of when the initial assessments are administered.

**CCC's Adult Education program requires all new students to complete a four-day onboarding workshop. While these workshops differ slightly between HSE and ESL programming, the key elements of onboarding are the same. The workshops are held on the same days and times as class to prepare students for their class schedule. The first day of orientation serves as an icebreaker for students and staff, a program overview, and the first day of pre-testing. The second day features guest speakers from WIOA and community partners and continued TABE pre-testing. On the third day, the workshop hosts institutional guest speakers such as testing, admissions, and TRIO, and completes TABE pre-testing. The fourth day of orientation is an intensive advising day, where students rotate through one-on-one meetings with advisors, WIOA career coaches, and other referring partners, and complete a Google Classroom orientation and Career Exploration activities in the classroom. This series of activities ensures that students complete required pretesting and are equipped with the information they will need to successfully participate in their classes.**

2. Describe how your program's schedule and components promote adequate intensity and frequency of instruction in order to support participants' achievement of substantial learning gains.

**The Adult Education program offers morning and evening classes four days a week to accommodate student schedules and ensure students are receiving enough instruction to advance towards their academic goals. All students are offered at least three hours of class per day: HSE students have two hour-and-a-half classes each day, and ESL students have a two-hour leveled class and optional one-hour elective classes such as Conversation Club, Civics, and Computers. This provides enough weekly instruction to keep students connected to their goals and to ensure they meet the hour requirements for post-testing in a reasonable time. In 2024-2025, classes ran on a six-week schedule to allow each course to cover an adequate amount of instructional material while keeping expected time commitments from students short enough to appeal to more students. We have found this pacing to help students maintain momentum in their studies. Beyond the classroom, students are offered access to supplemental instructional software (Google Classroom, Aztec, Burlington English, and Essential Education) to allow dedicated students to accelerate their progress towards their goals. Students with specific instructional needs (students struggling to keep up with a class or students who have passed several sections of an HSE exam) are also offered individualized tutoring between sessions and during Winter and Summer breaks to prevent students from abandoning their goals during class breaks.**

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

**The Adult Education Program uses two key strategies to support student success and address barriers to learning: staff and instructor professional development and partnership with community and institutional agencies. Adult Education staff at CCC are encouraged to participate in regular professional development to strengthen their skills in working with students. Advisors are trained in academic and motivational coaching, instructors participate in TBR and TSTM activities, and a variety of program staff have participated in statewide Career**

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Pathway trainings. Program staff also use Google and Microsoft tools daily for administrative and instructional tasks to ensure that employees are modelling the digital skills taught in class and are prepared to help troubleshoot or teach any digital skills students may need assistance with outside of class. Community and institutional partnerships allow the program to be responsive to non-instructional student needs, such as access to basic needs, employment, counseling, or other non-academic needs. The program maintains relationships with local workforce, WIOA, United Way, TANF, and Food Bank personnel to connect students to community resources as needs arise. Program staff are also deeply involved in the campus community to ensure Adult Education students have access to campus services: the director serves on the campus-wide Mental-Health Matters team and the Employee Community Outreach Council, the data specialist is a member of the on-campus food pantry Campus Cabinet, several team members are TRIO participants or graduates, and staff and instructors regularly volunteer and participate in campus activities to stay informed of available opportunities and services.

4. **Describe precisely how your program aligns instruction to the College and Career Readiness Standards (CCRS) and/or the English Language Proficiency Standards (ELPS).** Please include information on required curriculum and resources available to support instruction and the implementation of CCRS/ELPS. If you do not align your curriculum and instruction to these standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.

CCC's Adult Education Program aligns curriculum and instruction to the College and Career Readiness (CCRS) standards by using CCRS-aligned textbooks, software, and other instructional materials, and by providing all instructors with training regarding the CCRS. The core materials used for HSE classes are the GED Preparation Series by New Readers Press, Aztec-Paxen's GED Prep software, and Essential Education software. The core materials used for ESL classes are the Ventures series by Cambridge and the Burlington English software. These materials are all aligned to the CCRS and the TABE exam. Instructional coordinators within each area review curriculum and suggested pacing guides each semester and provide these resources to instructors via course calendars specific to each class. Instructors must attend training activities at the beginning of each semester to review the CCRS, the curriculum, and how to integrate the standards, digital literacy, and contextualization into daily lesson-planning. Throughout the semester, instructional coordinators continue providing mentorship to instructors as they prepare new lessons and explore new material.

5. **Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.**

The Adult Education Program at CCC is guided by Knowles' key components of andragogy in its instruction for students, its curriculum development, its staff trainings, and its day-to-day operation. The principles of choice, self-directed learning, contextualized instruction, and internal motivation form the program's paradigm for approaching all learners and staff members as whole, independent adults worthy of respect and empathy. Just as students are encouraged to select and pursue their own educational goals, instructors are encouraged to select and pursue the professional development opportunities most relevant to them. Just as instructors are expected to provide classroom instruction in context with opportunities for hands-on practice, trainers and coordinators are expected to provide training in context with opportunities for hands-on practice. This philosophical foundation has allowed the program to grow a community of learning rooted in positive self-perceptions, growth-mindsets, and healthy relationships.

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

For this section, if the program received IELCE funding for 2024-2025, please describe IELCE activities and services provided by the program this fiscal year.

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

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B). \_\_\_\_\_
2. Enter MSG rate of IELCE participants (Table 9, first row of column G). \_\_\_\_\_
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).
  - Achieved Citizenship Skills \_\_\_\_\_
  - Voted or Registered to Vote \_\_\_\_\_
  - Increased Involvement in Community Activity \_\_\_\_\_
4. Input the number of IELCE students that participated in IET programs.  
(Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B) \_\_\_\_\_
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4. \_\_\_\_\_
6. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data. \_\_\_\_\_
7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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

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

(If your program did not provide these types of services in 2024-2025, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). \_\_\_\_\_
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow students to continue receiving services upon release.
4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

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## IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$3,364
2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well. \$0
3. Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

| Total hours contributed | Fair Market Value per Hour | Total |
|-------------------------|----------------------------|-------|
| 0                       | N/A                        | \$0   |
4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

| Total hours contributed | Fair Market Value per Hour | Total |
|-------------------------|----------------------------|-------|
| 0                       | N/A                        | \$0   |
5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

| Total hours contributed | Fair Market Value per Hour | Total |
|-------------------------|----------------------------|-------|
| 0                       | N/A                        | \$0   |
6. Please indicate total fair market value of donated supplies and materials. (e.g., books). \$0
7. Please indicate total fair market value of donated equipment. \$0
8. Please indicate total fair market value of donated IT infrastructure and support. \$29,675

Please estimate the total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

| Square footage of donated space | Fair Market Value per Square foot | Total       |
|---------------------------------|-----------------------------------|-------------|
| 12,298 square feet              | \$158                             | \$1,943,084 |

### Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2024-2025.

| Source                              | Amount   |
|-------------------------------------|----------|
| Institutional Salary Contribution   | \$72,975 |
| Institutional Benefits Contribution | \$22,950 |
| Institutional Supply Contribution   | \$1,350  |
|                                     |          |
|                                     |          |
|                                     |          |

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2024-2025 fiscal year.

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

| AEFLA Allowable Activity | Amount |
|--------------------------|--------|
| N/A                      |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
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