



**Annual Program Report
Cover Page**

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Workforce Region(s) Served:	Southwestern	
New Mexico Counties Served:	Doña Ana	
Submission Date:	9/8/2025	
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Signature of the Chief Executive Officer or Designee

Date

9/15/2025

Dr. Mónica Torres, chancellor, NMSU System Community Colleges

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.

Services

- **English Language Proficiency:** We provide courses for English as a Second Language learners that cover speaking, listening, reading, and writing skills.
 - **High School Equivalency (HSE) Certificate:** We provide two paths to earning an HSE certificate: 1) preparing learners for the GED or HiSET exams, and 2) the National External Diploma Program (NEDP). Both paths focus on building critical skills in reading, writing, math (including arithmetic, algebra, and geometry), science, and social studies/civics/health.
 - **Integrated Education and Training:** While our integrated education program options are currently limited, in FY25, we offered a Commercial Driver's License (CDL) IET course.
 - **Integrated English Literacy and Civics Education:** This program combines workforce and career pathways with English language proficiency courses, supporting English language learners in their roles as parents, workers, and citizens.
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.
 - **Administrative Infrastructure:** For the first time in many years, our administrative infrastructure remained stable. We added three full time instructional coordinators in Jul, Aug, and Sep.
 - **Continuous Program Improvement**
 - Orientation: Expanded to include career pathways and referrals. In summer 2024, staff designed new curriculum using the Four Cs template from Training from the Back of the Room. For HSE students, we implemented an orientation process using GED Ready scores for alternative placement. All new and returning students attended the new orientations, taught by instructors to build community.
 - Pre and post testing: Post-testing remains a challenge. Contributing factors may include student volume, 25% no-shows, and insufficient data review. Mid-year, Dr. Katya Backhaus identified that our ESL students were falling short of the 40 instructional hours needed. We corrected this in spring, which improved rates. While we fell short of the state goal, we are confident the new approach positions us to meet the goal in FY26.
 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?

FY24-25: We offered in-person classes at all five campuses, with beginning levels of ESL and HSE in-person only. We also provided synchronous, asynchronous, and hybrid options. Returning students completing orientation could take a digital literacy course using the NorthStar curriculum, earning micro-credentials in targeted modules.

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FY 25-26: Due to the initial federal impoundment and the added challenges facing English language learners, we reduced in-person offerings at two campuses in Fall Term 1 but will reinstate classes at one campus for Fall Term 2. Beginning levels of ESL and HSE are now available both online and in-person. We continue to provide synchronous, asynchronous, and hybrid formats, and we will maintain short-term NorthStar digital literacy courses for returning students.

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.

Informal Partnerships: Las Cruces Public Schools and Hatch Valley Public Schools (ESL and HSE services for parents). We are also developing a partnership with the community of Columbus, NM to expand ESL and HSE instruction.

Internal Collaborations: Ongoing informal partnerships with DACC Workforce Training, Community and Career Education, Student Accessibility Services, and Avanza to extend outreach and support services.

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?
Our PL priority for 2024-25 was implementing Training from the Back of the Room (TBR). We designed the new orientation curriculum using the Four Cs model and provided informal instructional observations to give feedback on interactive strategies. Many instructors found TBR strategies challenging; in fall we plan to create learning communities to address this.
 - 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?
 - **Supervisory Training:** Leadership team completed Gallup Strengths Finder and UpTime by Laura Mae Martin, focusing on time management, priorities, and routines.
 - **Academic Advisory Council:** Six instructors and leadership collaborated to design instructional policies, a hands-on learning process grounded in regulations and brainstorming.
 - **Internal Continuous Program Improvement Retreat** Staff connected their strengths to team roles, redesigned registration timelines, and learned to access and interpret NRS reports. Each staff member will begin producing their own data reports in FY26.
 - **NMHED's IET and Continuous Program Improvement Institutes:** These institutes provided collaboration and reflection time.
 - c. What were your main successes and challenges in implementing your PL Plan?

Professional learning is about moving from the known to the unknown while building bridges between them. Our greatest challenge is time and capacity to implement transformation in a program of our size. Successes included staff connecting their daily work to NRS outcomes and instructors seeing success from the new HSE pathways reflected in student completions.

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- 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?

We implemented NMHED-AE's PL policy. Improvements are needed in tracking hours of staff participation. With budget cuts anticipated, we will rely more on local learning opportunities.

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)	969
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	165
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students minus number of Alternatively Placed participants from Table 4, column B)*	58%

Performance Measure	PY 2024-2025 Negotiated Level of Performance (NLP)	PY 2024- 2025 State Goals	Program Performance 2023-2024	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	45%	44% Exceeded NLP Measure Not Met State Goal
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%		NA
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	36%	41% Met NLP Measure Not Met State Goal
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	41%	38% Not Met NLP Measure Not Met State Goal
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$4,859	\$5,200 Exceeded NLP Measure Exceeded State Goal

*Post-testing rate calculated by dividing the number of students post-tested=343 (Table 4B, last row of col B) by the total number of NRS Participants 969-347-29=593 (Table 4B, last row of col B, minus those alternatively placed Table 4B, row 7 [HSE]=347 and row 15 [ESL]=29 and level 6 students=0)
343/593=57.84%

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.

Our retention rate for FY25 was 85%, compared to 54% in FY24 and 52% in FY23. Rates had steadily declined since FY19–20 (75–76%) and dropped sharply in FY21–22 (67% and 53%). Beginning in FY21, the program implemented a policy of pre-testing before instruction, which placed undecided students into the denominator for retention. Many of these students did not intend to continue, and retention rates suffered. COVID-19 also likely contributed to these declines.

In FY25, we returned to the earlier practice of delaying pre-tests until students committed to instruction. Through our redesigned onboarding process, students now complete assessments after about 12 hours of orientation, once they have demonstrated intent to stay. This adjustment, combined with clearer pathways into classes, has contributed to the significant improvement in retention this year.

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.

Our post-testing rate has remained at 58% for the past two years, a marked improvement from earlier years when inflated denominators and inconsistent practices depressed results. Despite this progress, post-testing continues to be a challenge, with a consistent 25% no-show rate. Historically, we relied on appointment-based testing, which required significant staff time to track down students. Incentives and disenrollment policies had limited impact, and our capacity to review attendance and testing data weekly was constrained.

Mid-year, after consultation with Dr. Katya Backhaus, we identified that many ESL students left the program before being tested. In response, beginning in Spring Term 1 we shifted to testing during the last days of the instructional cycle. This adjustment allowed us to capture more students before they exited and improved our post-test rate and outcomes.

We continued remote testing since COVID, but this has presented new challenges. Many of our students lack digital skills, and our proctors—mostly instructors—struggle with the technical demands of remote administration (e.g., copying URLs, assisting with screen-sharing, or ensuring no other programs are open).

As we move into FY26, we are exploring a model where pre-tests are administered using paper-and-pencil and post-tests are conducted remotely after students complete six weeks of instruction. With stronger digital skills developed during the term, we anticipate students will be better prepared for remote testing. We believe these adjustments, combined with end-of-term testing practices, will help us surpass the state's 60% requirement in FY26.

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.

- **Measurable Skill Gains (MSGs):** We achieved 44%, exceeding the negotiated level of performance (40%) but falling short of the state goal (56%). This outcome reflects the direct correlation between MSGs and post-testing rates. While ESL instructional outcomes were strong, inconsistent post-testing in fall impacted

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achievement we could report. With end-of-term post-testing now in place, we anticipate meeting state goals in FY26.

Additionally, of the 347 GED Ready students, only 144 took at least one test, and 60 earned the credential. Barriers included limited testing slots, transportation, childcare, and test anxiety. To address this, we have applied to become a mobile GED testing site and are actively promoting remote GED testing, which should improve attainment rates.

- **Employment Outcomes:** We met the negotiated level for employment in the second quarter after exit (41% vs. 41% NLP) but did not meet the higher state goal (44%). We fell short in the fourth quarter measure (38% vs. 41% NLP). Because these outcomes are based on Department of Labor matches, our influence is indirect. We have identified better SSN collection—especially for IET students—as a strategy to ensure stronger match data in the future.
 - **Median Earnings:** At \$5,200, our students exceeded both the negotiated level (\$4,600) and the state goal (\$4,600), demonstrating positive outcomes for employed students.
4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.
- **Employment Outcomes:** We fell short in the fourth quarter measure (38% vs. 41% NLP). We have identified better SSN collection—especially for IET students—as a strategy to ensure stronger match data in the future.
5. Consider your performance data from the last and previous program years. Discuss overall trends.

Performance Measure	FY25	FY24	FY23	FY22	FY21	FY20	FY19
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	45%	45%	30%	35%	40%	36%	45%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	NA	100%	0%	NA	100%	25%	17%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	36%	36%	29%	15%	20%	15%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	38%	41%	31%	24%	10%	29%	28%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$5,200	\$4,859	\$3,900	\$3,762	\$3,901	\$3,516	\$3,713

Across the last several program years, performance shows both growth and areas for continued improvement.

- **Measurable Skill Gains (MSGs):** MSG performance has fluctuated between 30% and 45% over the past six years, with FY25 holding steady at 45%. MSGs are closely tied to post-testing, an area where we continue to face challenges due to program size, difficulties with remote testing, and previously not testing students at the end of the term. Historically, MSG results also relied heavily on ESL students, but in FY25 we increased focus on HSE students, which should strengthen results in the future.

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- **Credential Attainment:** Results have varied and were often misunderstood in previous years. Until FY25, we did not fully understand how to collect and report this measure, which explains past inconsistencies. We now have clearer processes in place.
- **Employment Outcomes:** Employment rates have gradually improved over time. Second quarter employment rose from 15% in FY21 to 41% in FY25, and fourth quarter employment increased from 10% in FY21 to 38% in FY25. Improvements reflect stronger follow-up procedures and more consistent staff attention to tracking outcomes.
- **Median Earnings:** Median earnings have steadily increased, from \$3,516 in FY20 to \$5,200 in FY25, surpassing both the negotiated level and state goal. While influenced by broader labor market factors, this trend suggests learners who gain employment are achieving better economic outcomes.

Overall, MSGs remain our most pressing challenge, but improved post-testing practices and stronger support for HSE students are expected to drive gains. Employment outcomes and earnings continue to trend upward, aided by improved follow-up processes and a future emphasis on capturing SSNs for more accurate data matches.

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.

We have made consistent progress in using data to inform decisions at all levels of the program. During FY25, the leadership team reviewed post-testing, EFL gains, and participation hours bi-weekly, allowing us to identify issues quickly and make mid-year corrections (e.g., moving post-testing to the last days of instruction). Staff retreats also centered on data, using a three-step protocol (“What? So what? Now what?”) to connect observations to actionable improvements. This process has increased staff understanding of how their work contributes to NRS outcomes.

Our Data, Assessment, and Evaluation Coordinator prioritized real-time data entry, reducing delays and improving responsiveness. Staff have also been trained to access LACES reports directly, and beginning in FY26, each team member will complete and review their own monthly numbers report. This is designed to build familiarity with program trends and strengthen a culture of shared responsibility for results.

Looking ahead, we plan to expand our use of disaggregated data by gender, race/ethnicity, age, and zip code to better understand patterns of enrollment, persistence, and outcomes. We also intend to deepen analysis of MSGs and EFL gains by instructor, class, and modality. To manage this more efficiently, we are exploring the use of analysis tools beyond Excel to combine multiple data files from LACES. These steps will help us better identify gaps, refine instructional strategies, and respond more quickly to emerging needs, reinforcing our commitment to continuous program improvement.

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.**

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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 <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	1045	\$120,421	\$115
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	593	\$62,858	\$106
Referrals to and coordination of activities with other programs and services.	Career Service	969	\$51,357	\$53
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	969	\$25678.5	\$27
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	969	\$12,839	\$13
Total:			\$273,153*	
Integrated Education and Training (IET) programs	Training Service			

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

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

We continued active participation in One Stop partner meetings, which provide space for WIOA core partners to share program updates, review processes, and collaborate on system improvements. These meetings have been valuable for exchanging information that we can pass along to our adult learners and for maintaining communication with Title I staff.

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In June, I became a member of the Local Workforce Development Board. This new role has raised the visibility of our program among WIOA Title I colleagues and strengthened our relationships across the workforce system. I was surprised by the attention this brought, but it has opened new opportunities for collaboration.

Looking ahead to FY26, we plan to enroll all WIOA Title I participants who enroll in the CDL program to be co-enrolled into our IET for added instructional and advising support. Title I leadership has noted high failure rates in CDL training, and we believe that pairing it with our IET model will help improve outcomes and better serve participants.

- 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?

Our program continues to align with the Southwestern Area Workforce Development Board (SAWDB) Local Plan, particularly its goals related to career pathways, credential attainment, co-enrollment, and serving underrepresented populations. Much of our work in FY25 was less about creating new initiatives and more about sustaining and refining the partnerships we have in place.

While staff turnover among WIOA partners and unclear processes around participant supports continue to be challenges, my recent appointment to the Workforce Development Board has raised our visibility and strengthened connections with Title I staff. Looking ahead, we plan to enroll Title I participants in the CDL program into our CDL IET, providing added support to address high failure rates and strengthen alignment with regional workforce priorities.

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. | |
| 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). | 47 |
| 3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)? | 5% |
| 4. Enter MSG rate of your IET participants. | 100% |
| 5. Discuss successes, challenges, and lessons learned from IET programming this year. | |

Our CDL IET this year surfaced both structural and relational challenges. Structurally, the IET framework did not always align with the realities of CDL training. CDL instruction shifts to meet the immediate needs of each cohort, while the IET model, as we understand it, has less flexibility to pivot in real time to the gaps in technical training. These differences made it difficult to fully synchronize the two components. With more experience, we expect these gaps will become clearer and more manageable.

Relationally, we experienced challenges with communication and role clarity across the CDL and IET teams. Our IET instructor became deeply embedded in the CDL program, which was helpful to students but also created

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confusion about responsibilities. When funding cuts forced us to pause the IET temporarily, the decision was not communicated clearly, which led to misunderstandings and strained relationships. These relational challenges continue to shape perceptions of the CDL IET.

To address these challenges the IET instructor developed job aids (vocabulary lists, process checklists, reference sheets) to help CDL students connect academic skills to technical content. While this was valuable, it revealed the need for more flexible approaches within the IET framework. Looking ahead, we are exploring ways to better align instructional schedules and supports so that CDL learners can benefit from both technical training and integrated academic and workforce preparation support. We also see the need for clearer communication structures, stronger role alignment, and a more flexible approach to integration. While CDL remains an important pathway for our learners, this experience has underscored that successful IET requires not only structural alignment but also sustained collaboration and trust among all partners.

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.

Our program's onboarding process is a three-week, 24-hour course (four days per week, two hours per class). The first 18 hours focus on building community, introducing students to our software, practicing email and communication with instructors, and completing administrative tasks. The final six hours are dedicated to pre-testing: ESL students complete the TABE CLAS-E, while HSE students take all four GED Ready tests and, if not alternatively placed, the TABE 11/12 M-level test.

The curriculum is designed using the Four Cs lesson planning model and incorporates instruction on our code of conduct, expectations for post-assessments, the "Four Trumps" framework, self-directed learning, and goal setting. Instruction is offered in both in-person and online formats, with synchronous and asynchronous options to meet learner needs.

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.

Our program is structured to balance consistent instructional intensity with flexibility for adult learners. Students attend 8 hours of instruction per week, organized into 40-hour terms. To ensure intensity is meaningful, we pair classroom instruction with digital platforms (Burlington English for ESL, Essential Education for HSE) that extend practice outside of class. Instruction incorporates evidence-based strategies such as Training from the Back of the Room, Teaching Skills That Matter, and trauma-informed practices.

We recognize that intensity also requires structured support. Through case management, proactive advising, and coaching, we help learners set goals, persist through barriers, and connect academic progress to career pathways.

In FY24, we began analyzing HSE outcomes separately from ESL outcomes. In that process we discovered unexpected patterns: learners at lower NRS levels were sometimes passing the GED while higher-level students were not. This led to a deeper data review with Dr. Katya Backhaus and comparisons with peer programs. This demonstrated that we had much room for improvement. In response, we required all HSE students to take the four GED Ready subtests at intake.

The results were significant. Of 401 HSE learners in FY25, 347 (87%) tested GED Ready in at least one subject. Of those, 144 (41%) passed at least one official GED subtest, and 60 (42%) earned a full HSE credential. GED completions rose from 23 in FY24 to 60 in FY25—a 161% increase—while HSE enrollment grew 62% from 247 to

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401 learners. This shift demonstrates that targeted placement using GED Ready testing rather than the TABE assessment accelerated credential attainment and positioned more students for success.

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.

Our program integrates technology and career navigation services into both instruction and support to reduce barriers and strengthen learner outcomes. All students are introduced to technology during onboarding, where they practice email communication, use of online learning platforms, and digital literacy skills. We embed the NorthStar Digital Literacy curriculum into ESL and HSE classes so learners build practical skills in computer use, internet safety, and digital citizenship. Students without personal devices may check out Chromebooks or access computer labs on campus.

Instruction combines in-person, synchronous online, and asynchronous options. BurlingtonEnglish (for ESL) and Essential Education (for HSE) provide standards-aligned digital platforms that extend learning outside the classroom, reinforce instruction, and allow students to track progress. Instructors use Microsoft Teams for collaboration and encourage students to use communication apps such as WhatsApp and TextAll to maintain connection, reminders, and support.

Career navigation is built into our program through both formal advising and integration into instruction. Career navigators assist learners in setting goals, exploring pathways, and accessing workforce training and support services. Instructors embed career awareness and planning into coursework, and learners are referred to WIOA Title I, DVR, and other partners for internships, on-the-job training, and job placement opportunities.

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.

Our program aligns all instruction with the College and Career Readiness Standards (CCRS) and English Language Proficiency Standards (ELPS). Instructors use curriculum mapping and standards-based lesson planning to ensure that literacy, numeracy, and critical thinking skills are embedded across all levels. ESL instruction is explicitly aligned to ELPS to support the development of reading, writing, speaking, and listening skills in both academic and workforce contexts.

Curricular resources include BurlingtonEnglish for ESL which is aligned to ELPS, and Essential Education which is aligned to CCRS. These digital combined with print resources allow instructors to deliver standards-based lessons both in-person and online, while also extending learning through asynchronous practice.

Instructors receive ongoing professional development on standards integration, including Training from the Back of the Room, Teaching Skills That Matter, and Universal Design for Learning strategies. They also participate in curriculum alignment workshops, self-assessment using the NMHED/Propel Professional Learning Toolkit, and regular classroom observations.

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.

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Several adult learning frameworks guide my work as a director and inform program design, curriculum development, leadership, and staff training. Paulo Freire’s insistence on grounding education in learners’ lived experiences reminds us that adult education must begin with what learners already know and value. Jane Vella’s principles of dialogue and safety reinforce this approach, ensuring instruction is collaborative and respectful. Jack Mezirow’s theory of transformative learning highlights the importance of critical reflection, encouraging learners to question assumptions and integrate new perspectives in ways that reshape meaning and action.

bell hooks’ work on engaged pedagogy underscores the need to create learning spaces that are liberatory, inclusive, and rooted in mutual respect, while Stephen Brookfield emphasizes critical reflection as essential to both teaching and leadership. Together, these frameworks remind me that growth in adult education is not just about knowledge acquisition but about empowerment, agency, and transformation.

I also draw inspiration from We Make the Road by Walking, the dialogue between Freire and Myles Horton, which models leadership as walking alongside learners and staff to build the path forward collectively. In this same spirit, our program uses data not just as numbers, but as a way to add context to learners’ lived experiences. Data helps us see patterns, identify barriers, and frame questions, while the lived experience of our students and staff provides the meaning behind the numbers. Together, they create a fuller picture that informs how we design curriculum, structure professional development, and lead with accountability, humility, and commitment to empathy.

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).	559
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).	45%
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).	0%
• Achieved Citizenship Skills	0
• Voted or Registered to Vote	0
• Increased Involvement in Community Activity	0
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)	47
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4.	8%
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.	

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This year was one of learning and adjustment for our IELCE program. Through the FY25 grant application process and the Civics standards resources from NMHED, we recognized that our previous approach did not fully capture IELCE-specific outcomes or align with the program's intent. Our outcome data for this year reflects those gaps, as we did not collect IELCE-specific results in a systematic way.

Moving into FY26, we are better equipped to deliver IELCE programming as intended. We have strengthened intake to ensure IELCE students are accurately identified, including structured screening questions and pre-registration surveys. We intend to connect IELCE participants to IET pathways, ensuring they receive integrated workforce and civics education.

To support accurate reporting, our Data, Evaluation, and Assessment Team will provide IELCE-specific staff training, implement standardized classification protocols, and conduct monthly audits. Instructors are also being trained to capture civics engagement outcomes (e.g., voting, attending school functions with children).

Finally, we are developing clear IELCE data workflows, expanding staff capacity for reporting, and embedding civics education more systematically into instruction. With these measures in place, and with continued NMHED support, we are confident our IELCE programming will be fully aligned with WIOA Section 243 requirements and deliver stronger outcomes for learners in FY26.

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.

In FY25, our program's progress toward preparing and placing IELCE participants in unsubsidized employment was limited by gaps in understanding IELCE reporting requirements. As a result, IELCE-specific employment outcomes were not accurately captured. However, through the grant application process and NMHED's distribution of Civics standards, we developed a clearer understanding of how IELCE is intended to function.

Looking ahead, we are strengthening intake processes, linking IELCE participants to IET programs (e.g., CDL, CNA, Pharmacy Tech), and coordinating with career navigators and employer partners to better track employment placements. These changes will allow us to connect learners with in-demand industries and capture results more accurately in FY26.

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.

During FY25, IELCE activities were not fully integrated into the local workforce system in a systematic way. While we collaborated with WIOA Title I and DVR partners, the lack of consistent IELCE-specific data limited our ability to demonstrate progress.

To address this, we are implementing structured intake protocols, referral triggers for co-enrollment, and monthly data audits to ensure IELCE students are connected to workforce programs and outcomes are recorded. These steps, combined with stronger collaboration across WIOA partners, will help us align IELCE activities more effectively with the Southwestern Area Workforce Development Board's plan in FY26.

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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Our greatest challenge in FY25 was realizing that we had not fully understood our IELCE obligations, which resulted in incomplete data collection and uncertainty in implementation. We are addressing these gaps with new intake, assessment, and data workflows, but continued support will be essential.

We would benefit from technical assistance and professional development in three areas:

- Best practices for integrating Civics standards into ESL and IET curricula.
- Training for staff on IELCE data entry and classification in LACES.
- Opportunities to learn from NM programs that have successfully linked IELCE participants to unsubsidized employment outcomes.

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. \$273,153
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
4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
6. Please indicate total fair market value of donated supplies and materials. (e.g., books). _____
7. Please indicate total fair market value of donated equipment. _____
8. Please indicate total fair market value of donated IT infrastructure and support. _____

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
21,747	\$5.75	\$125,045

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount