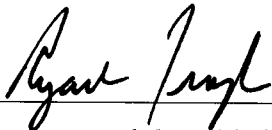


New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report Cover Page

Program Name:	ENMU-Ruidoso	
Institution or Organization:	ENMU-Ruidoso	
Address:	709 Mechem Drive	
City:	Ruidoso	
County:	Lincoln	
Zip:	88345	
Main Phone:	575-315-1120	
Website:	Ruidoso.enmu.edu	
Social Media:	Facebook, Instagram	
Workforce Region(s) Served:	Eastern Area	
New Mexico Counties Served:	Lincoln and Otero	
Submission Date:	09/03/2024	
Program Director, Manager, or Coordinator Name and Title:	Coda Omness	
Contact Information:	Phone(s):	575-315-1120
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Alternate Contact Name and Title:	Destini Taylor: Adult Education Coordinator	
Contact Information:	Phone(s):	575-315-1120
	Email:	Destini.taylor@enmu.edu



Signature of the Chief Executive Officer or Designee

9-3-2024

DATE

Ryan Trosper, President

Typed Name and Title:

New Mexico Adult Education Local Program Annual Report 2023-2024

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 answering 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/37896>.) 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.
 - At Eastern New Mexico University - Ruidoso (ENMU-Ruidoso), we offer a wide-ranging suite of adult education services aligned with the Workforce Innovation and Opportunity Act (WIOA) Title II provisions. Our 10 to 12-week courses include Adult Education, English as a Second Language (ESL), citizenship preparation, and re-entry programs for individuals in corrections. These classes, apart from re-entry programs taught at the local detention center, are hosted on the ENMU-Ruidoso campus. Serving the residents of Ruidoso and the Mescalero Tribe in Mescalero, we travel to their Community Center and the Inn of the Mountain Gods casino to provide GED preparation classes. Our program is designed to support a diverse student population, promoting educational attainment and personal growth within our close-knit community.
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.
 - This year has brought significant changes to our staffing and programming. We have introduced the role of an Adult Education Coordinator, dedicated to managing the day-to-day operations of the Adult Education program, a position we have not had before. Additionally, we now have a full-time Adult Education Instructor focused solely on teaching our GED courses. We are currently in the process of hiring an Integrated Education and Training (IET) Coordinator, who will also help support our Integrated English Literacy and Civics Education (IELCE) courses. These new positions along with our current ones have been instrumental in improving our measurable skill gains (MSGs) and overall program performance.
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 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?
 - Our current program is entirely in-person, with class offerings available in both the mornings, evenings and on Saturdays to accommodate student's schedules and ensure that they all receive the help they need. In the past, we offered online and distance learning classes; but we noticed that our students were not as successful in those formats. Since implementing a new schedule of 10 to 12-week in person classes, we have seen improved attendance and higher pass rates. This structured timeline, with the clear expectation that students will complete their coursework within 12 weeks, has been well-received by our students. For the upcoming 2024-2025 program year, we plan to maintain our in-person classes while also exploring ways to effectively integrate hybrid or distance learning options, tailored to better support our students' needs. Recognizing the importance of digital literacy, we are introducing a dedicated digital literacy component this year. This initiative aims to enhance our students' overall computer proficiency and specifically improve their performance on the typing portion of the GED test, which has been a noted area of difficulty for many of our students. We are committed to incorporating digital literacy into our program

New Mexico Adult Education Local Program Annual Report 2023-2024

practices to equip our students with essential skills for the modern workforce. By offering targeted digital literacy training, we aim to bridge the digital divide and ensure all students have access to technological resources and education. Our efforts in this regard will include providing access to computers, offering comprehensive digital skills classes and workshops, and integrating technology into our everyday curriculum.

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.
 - We maintain a formal partnership with our local Workforce Innovation and Opportunity Act (WIOA) program and the New Mexico Workforce Connection Center (NMWCC) office, referring all eligible students to ensure they receive comprehensive support services such as career counseling, job placement, and training opportunities. This partnership is overseen by an MOU that specifies roles and expectations. Additionally, we have informal partnerships with the Mescalero WIOA office and the Lincoln County Detention Center. The collaboration with the Mescalero WIOA office allows us to provide GED services at the Community Center and the Inn of the Mountain Gods Casino. However, our relationship with the Lincoln County Detention Center has faced challenges due to high staff turnover; three staff members who supported Adult Basic Education services there have quit, and replacements have yet to be hired. This has hindered our ability to receive timely data from the detention center, which has been one of our biggest obstacles. Additionally, the transient nature of the student population at the detention center makes it difficult to achieve Measurable Skill Gains before they leave, further complicating our efforts to provide effective educational support. Despite these challenges, we continue to offer re-entry services, providing educational support to incarcerated individuals to aid in their reintegration into society, although this partnership currently lacks an MOU.
5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). 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 2023-2024:
 - a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?

For the 2023-2024 academic year, we focused our Professional Learning (PL) priorities for ENMU Ruidoso's Adult Education program on several key areas to enhance teaching effectiveness and improve student outcomes. To address these priorities, we actively participated in professional development opportunities such as the Mountain Plains Adult Education Association (MPAEA) conference, NMHEAR (New Mexico Higher Education Assessment and Retention) conference, and COABE (Coalition on Adult Basic Education) webinars. These events provided valuable insights into the latest trends and effective practices in adult education, covering essential topics such as differentiated instruction, digital literacy, learner engagement, workforce development, and policy advocacy.

By attending these events, we strengthened our ability to increase digital literacy among instructors and students, improve instructional techniques for diverse adult learners, and align our educational programs with local labor market needs. We also focused on developing data-driven strategies for student retention and engagement. The networking opportunities provided by these events allowed us

New Mexico Adult Education Local Program Annual Report 2023-2024

to collaborate with peers and experts, fostering a culture of continuous improvement and innovation within our educational practices. Overall, the professional development activities we engaged in directly supported our goals of enhancing instructional quality, increasing student success, and aligning our program offerings with the needs of the community and workforce.

- 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 Mountain Plains Adult Education Association (MPAEA) Conference was particularly impactful for our program, as it offered extensive training on differentiated instruction and learner engagement strategies, which are essential for addressing the diverse needs of our adult learner population. Our staff gained valuable insights into new approaches for tailoring instruction to accommodate the varying needs of our students, ranging from English language learners to those pursuing high school equivalency. This training led us to implement more individualized learning plans and adopt new engagement strategies, which have significantly improved student participation and retention rates. Additionally, the hands-on workshops provided our educators with practical skills that they could immediately apply in their classrooms, enhancing the overall effectiveness of our teaching methods and better supporting our students' educational journeys.

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

In implementing our Professional Learning (PL) Plan at ENMU Ruidoso's Adult Education program, we experienced both notable successes and challenges. One of our main successes was the effective integration of differentiated instruction and learner engagement strategies, which we learned through professional development events such as the Mountain Plains Adult Education Association (MPAEA) Conference. These strategies were particularly beneficial in addressing the diverse needs of our adult learners, including English language learners and those seeking high school equivalency. As a result, we saw significant improvements in student participation and retention rates. The hands-on workshops from these events provided practical skills that our educators could immediately apply in their classrooms, enhancing teaching effectiveness and boosting student engagement. Additionally, our focus on data-driven decision-making, strengthened by training at the New Mexico Higher Education Assessment and Retention (NMHEAR) Conference, allowed us to better track student progress and implement targeted interventions. This proactive approach improved retention and success rates by providing timely support to at-risk students.

However, we also faced challenges in implementing our PL Plan. One major challenge was balancing the need for professional development with the ongoing demands of daily program operations. It was difficult to allocate enough time for staff to participate in training sessions while also fulfilling their responsibilities to students. To address this, we strategically scheduled PL activities and utilized online webinars and asynchronous learning opportunities, such as those offered by COABE, to provide flexibility. Another challenge was ensuring the consistent application of new strategies and skills across all educators.

- d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

New Mexico Adult Education Local Program Annual Report 2023-2024

Yes, I believe our program was able to implement the NMHED-AE (New Mexico Higher Education Department - Adult Education) Professional Learning Policy effectively during the 2023-2024 academic year. We aligned our Professional Learning (PL) initiatives with the policy's objectives by focusing on enhancing instructional quality, fostering data-driven decision-making, and supporting diverse adult learners. Through our participation in professional development events such as the Mountain Plains Adult Education Association (MPAEA) Conference, NMHEAR (New Mexico Higher Education Assessment and Retention) Conference, and COABE (Coalition on Adult Basic Education) webinars, our staff gained valuable insights and practical skills. These opportunities allowed us to adopt differentiated instruction techniques, improve learner engagement strategies, and implement effective retention interventions, which are all central to the NMHED-AE Professional Learning Policy.

However, there are areas where additional assistance or support could enhance our ability to implement the policy and our PL plan more effectively in the future. One key area where we could benefit from more support is providing more flexible professional development opportunities that accommodate our staff's busy schedules. Balancing PL activities with daily program responsibilities remains a challenge, and having access to more online, asynchronous training options would allow staff to engage in PL at their own pace and convenience. Additionally, more targeted training on specific aspects of the policy, such as best practices for data analysis and using data to inform instructional improvements, would further strengthen our program's capacity to meet the policy's expectations.

Ongoing guidance and feedback from NMHED on our PL implementation progress and areas for improvement would be highly beneficial. Regular check-ins or advisory sessions could help ensure we are on track and making the necessary adjustments to fully align with the policy and achieve our program goals. With continued focus, targeted support, and collaboration with NMHED, we are confident in our ability to further strengthen our implementation of the Professional Learning Policy in the coming years.

Section II. Core Indicators of Performance 2023-2024

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 2023-2024 (Table 4, last row of column B) _60_

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) _13_

Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column B) _13%_

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	0%	56%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	0%	50%

New Mexico Adult Education Local Program Annual Report 2023-2024

Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	9%	30%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	27%	13%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	NA	NA

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 2022-2023 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.
 - Our retention rate has seen a notable increase this year compared to 2022-2023, largely due to the implementation of structured 10 to 12-week class schedules. This new class format has provided students with a clear end goal and timeline, which has been highly motivating and contributed to improved retention. In previous years, the lack of a set class schedule led to lower retention rates, as students lacked a clear path to completion. Additionally, we've enhanced our support by offering small incentives such as snacks in the classroom, providing breakfast or dinner on testing days, and giving grocery gift cards to students who pass their tests. These efforts, combined with the clarity, structure, and additional support provided by our new staffing roles, have encouraged consistent attendance and commitment to their studies, ultimately leading to higher retention rates.
2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below 50%, required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.
 - Increasing post-testing rates has been a significant challenge, as many of our students typically leave before we can administer post-tests. Historically, our post-testing percentage has been at 0%, but this year we have achieved a post-testing rate of 13%. While this rate is below the 50% required by the NM Adult Education Assessment Policy, it represents progress, especially considering that many of our students were able to officially obtain their GEDs, contributing to the lower post-testing rate. To further improve our post-testing rates, we plan to implement new strategies in the coming year. One key initiative is to designate specific days for post-testing that will be integrated into the normal class schedule. By incorporating post-testing into regular class time, we aim to make it more convenient for students, reducing the need for them to come in on separate days. This approach is expected to facilitate higher post-testing participation and improve our post-testing rates.
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.
 - This year, our program has performed admirably in keeping up with the state's negotiated levels of performance, achieving significant improvements in both Measurable Skill Gains (MSGs) and Educational Functioning Levels (EFLs) compared to last year. These improvements are attributed to more efficient data reporting and strategic changes in program operations, such as dedicating staff solely to Adult Education, which has provided necessary support and resources. Additionally, we revised our Testing Adult Basic Education (TABE) testing schedule, shifting from testing every student upon entry to testing after they have completed between 3 to 8 hours, ensuring that only committed students are included in our metrics. This adjustment has resulted in more accurate and favorable performance data. We have also benefited from valuable guidance and resources provided by the state, which we have effectively implemented to enhance our performance

New Mexico Adult Education Local Program Annual Report 2023-2024

metrics. These strategic changes and state support have enabled our program to not only meet but, in many areas, exceed the negotiated levels of performance and state goals.

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 one target we fell short on was post-testing. This shortfall was due to our approach of scheduling post-tests on days when classes were not in session, to maximize instructional time. Unfortunately, students often did not attend on these non-class days, which led to lower post-testing rates. To address this issue, we have revised our strategy to incorporate post-testing into regular class days, ensuring that students are already present and reducing the inconvenience of attending additional sessions. Additionally, we have adopted a new approach of not informing students in advance about post-test dates, which has helped reduce test-related anxiety and improved performance. This adjustment has shown promise in increasing student participation and performance in post-tests.
5. Consider your performance data from the last and previous program years. Discuss overall trends.
 - In previous years, our program struggled to meet the state's required performance percentages across various indicators. However, the introduction of a dedicated Adult Basic Education coordinator who manages the program daily has improved our outcomes. Additionally, having a teacher solely focused on ABE has been highly beneficial, contributing to these positive trends. The implementation of structured classes has also played a critical role in our success. By providing students with a clear timeline and setting goals within a 10 to 12-week course structure, we have seen increased student engagement and higher completion rates. As a result, we have experienced improvements across all performance fields, with notable increases in key areas such as Measurable Skill Gains (MSGs) and Educational Functioning Levels (EFLs). We are committed to building on this momentum and will continue to strive for even better results in the coming years.
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.
 - Our program employs a data-driven approach to enhance the quality and effectiveness of the services we provide, holding weekly meetings to review LACES, such as student attendance, progress toward 40 instructional hours, and how close students are until completing GED requirements. The "Widget Library" in the Dashboard portion of LACES is essential for consolidating these data points, enabling us to monitor student progress in real-time, identify at-risk students who may need additional support, and make informed decisions about resources needed and instructional strategies. In the coming year, we plan to further refine our data analysis practices by implementing more in-depth tracking of student engagement. These strategies will allow us to continuously improve our program's efficacy and achieve even greater success for our students.

New Mexico Adult Education Local Program Annual Report 2023-2024

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, Excluding Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	60	1060.00	17.76
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	60	1060.00	17.76
Referrals to and coordination of activities with other programs and services.	Career Service	60	1060.00	17.76
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	60	1060.00	17.76
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; 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	60	1060.00	17.76
Total:		60	5300	88.80
Integrated Education and Training (IET) programs	Training Service	7	7950	1135.

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

New Mexico Adult Education Local Program Annual Report 2023-2024

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.

At ENMU-Ruidoso's Adult Education program, we have implemented several strategic activities and partnerships to work closely with the Local Workforce Development Board and our local One-Stop center, which is conveniently located on our campus. This co-location allows us to provide integrated services that support both educational and employment needs. One key strategy we have adopted is the development of Integrated Education and Training (IET) programs. These programs combine adult education, literacy, and workforce preparation with occupational skills training tailored to meet the demands of the local job market. By aligning our curriculum with the needs identified by workforce partners, we ensure our students gain relevant skills that lead directly to employment opportunities.

Additionally, we have established a robust referral system and cross-training for staff to facilitate seamless access to services. This referral system ensures that students can easily transition between educational programs and workforce services, maximizing their opportunities for skill development and employment. By sharing resources and data with our workforce partners, we can track outcomes and continuously improve our services to better meet our community's needs. These collaborative efforts, including co-location, IET programs, and a comprehensive referral network, help create a supportive environment that enhances both educational attainment and workforce readiness for our adult learners.

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 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

ENMU-Ruidoso's Adult Education program has closely aligned its activities and strategies for the 2023-2024 academic year with the strategic vision set forth by the Eastern Area Workforce Development Board (EAWDB). The EAWDB's primary focus is on creating a well-prepared, highly qualified workforce to support economic growth, diversity, and self-sufficiency in the region. To achieve this, the board emphasizes the importance of treating employers as the primary customers of the workforce system and providing them with a skilled and developed labor pool.

In line with the EAWDB's strategic goals, ENMU-Ruidoso has implemented several initiatives to enhance workforce readiness among adult learners. One significant strategy has been the development of Integrated Education and Training (IET) programs that combine adult education with workforce preparation and occupational skills training. These programs are designed to align with the career pathways, clusters, and credential attainment models emphasized in the Local Area Plan, ensuring that students not only enhance their literacy and numeracy skills but also gain practical, job-specific competencies that are in high demand within the local economy.

Additionally, the co-location of our services with the Workforce Connection Center (WCC) on our campus has been instrumental in creating a more coordinated and aligned system for both job seekers and employers. By serving as a central hub for information, resources, and services, the WCC allows us to offer integrated, customer-centered support. This setup facilitates seamless referral processes and access to services, including work-based learning opportunities like internships, on-the-job training (OJT), and

New Mexico Adult Education Local Program Annual Report 2023-2024

apprenticeships, which help students earn while they learn and directly connect academic and occupational learning.

What is working well is the strong collaboration between ENMU-Ruidoso, the EAWDB, and other local partners, which has led to more relevant and higher-quality services for our adult learners. This partnership has been particularly effective in aligning educational programs with employer needs and economic development goals, thereby supporting business growth and workforce upskilling.

However, we also face some challenges in fully implementing these strategies. One of the biggest challenges is ensuring that all adult learners have access to the necessary technology and digital literacy skills to fully participate in both educational programs and the evolving job market. Additionally, while the co-location of services provides numerous benefits, coordinating efforts across different entities and eliminating service duplication requires ongoing communication and collaboration among all partners.

Overall, by aligning our activities with the EAWDB's Local Area Plan and maintaining a strong partnership with the Workforce Connection Center and local employers, ENMU-Ruidoso is committed to developing a highly skilled workforce that supports the region's economic growth and meets the needs of local businesses.

New Mexico Adult Education Local Program Annual Report 2023-2024

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 2023-2024 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.
 - Career planning and advising are integral components of our Adult Education program, particularly for students who express interest and need guidance in these areas. During our orientation process, we prioritize understanding each student's career goals and aspirations. This allows us to tailor our support and connect them with relevant opportunities. We collaborate closely with our local WIOA program to enroll students in work training programs that align with their desired career paths whenever applicable. Additionally, we offer our students the opportunity to take college-level courses concurrently with their GED classes, providing them with a head start in their chosen fields. This approach ensures that our students are not only prepared to pass their GED exams but are also positioned for success in their future careers, which is our goal.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide a number of IET students that your program 7

served in PY 2023-2024 (Table 11, first row of column B)

3. What percentage of your NRS students participated in IET programs 12

(use 2 and number of NRS participants from Section II)

4. Enter MSG rate of your IET participants 100

(Table 11, sum of first 5 rows of column G)

5. Discuss successes, challenges, and lessons learned from IET programming this year.
 - This year, our IET programming experienced both successes and challenges. One of the main challenges we faced was that students often did not continue through their designated pathways; many completed some of the certifications within their degree program but did not complete the degree. Despite this, we had a strong year overall, with many students successfully completing parts of their training and gaining valuable skills. Looking ahead, we are hopeful that hiring an IET coordinator will further enhance our program by providing dedicated support and guidance to help students stay on track and fully achieve their educational and career goals. This focused attention will be crucial in overcoming the challenge of students not completing their pathways and will strengthen the overall impact of our IET program.

New Mexico Adult Education Local Program Annual Report 2023-2024

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 orientation and onboarding process is designed to effectively assess and support each student's goals and commitment to their educational journey. The process begins with a two-hour session where students complete the necessary paperwork and discuss their goals and ambitions with our staff. This initial step helps us understand each student's motivations and tailor our support accordingly. After this, students are invited to attend one or two classes before being officially entered into our system and administered the TABE. This approach allows us to gauge their dedication to the program. We aim to enter students into LACES and administer their initial assessments within 3 to 5 hours of instruction. This timeline helps us identify students who are likely to persist and succeed in the program, ensuring that our resources are focused on those who are committed to achieving their educational goals.
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's schedule is designed to promote adequate intensity and frequency of instruction, ensuring that participants have many opportunities to achieve substantial learning gains. We offer classes on Tuesdays, Wednesdays, and Thursdays from 10:00 AM to 12:00 PM and again from 5:00 PM to 7:00 PM, providing flexibility for students to attend either during the day or in the evening, depending on their work or personal schedules. Also, we offer individualized support for students struggling with specific concepts by letting them schedule one-on-one sessions on Mondays, Fridays, and Saturdays. This approach ensures that students who need extra help can receive targeted instruction without slowing the progress of the entire class, thereby maintaining the overall intensity and effectiveness of our program. By providing both group classes and individualized support, we are committed to helping all students achieve their educational goals.
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 is designed as a comprehensive "One-stop" center, offering a wide range of services and support to ensure student success and address potential barriers to learning. By being in the same building as the New Mexico Workforce Connection Center, we can provide seamless access to resources such as GED preparation, college enrollment assistance, rent assistance, and job placement services, all tailored to meet the specific needs of our students. This proximity allows us to offer complete support, making it easier for students to receive the help they need. In addition to these core services, we offer smaller, yet impactful, supports such as a food pantry within the GED classroom, accessible to students at any time to alleviate food insecurity, and cooking classes where students learn to prepare nutritious meals and are provided with the ingredients to recreate them at home. Recognizing the importance of technology and digital literacy, we are also working to integrate distance learning options and digital literacy training into our program, ensuring

New Mexico Adult Education Local Program Annual Report 2023-2024

that all students have access to the necessary technology and skills to succeed in a digital learning environment. By addressing digital equity, we aim to remove any technological barriers that could impede our students' progress. With all these services and support under one roof, our program takes a comprehensive approach to student success, making it easier for students to overcome challenges and achieve their educational and career goals.

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 is dedicated to aligning our instruction with the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS) to ensure our students are well-prepared for both school and work. We have woven these standards into our curriculum, focusing on providing strong and relevant instruction in English Language Arts (ELA), Math, and English language development for our English language learners. Our ELA and Math instruction follows the CCRS, focusing on developing critical reading, writing, understanding of math concepts, and applying these skills in real-life situations. For our English language learners, we follow the ELPS, which helps them improve their reading, writing, speaking, and listening skills in English, preparing them for success in both school and work. We use curriculum resources and materials that match these standards, and we support our teachers with ongoing training and access to tools that help them plan and assess lessons. This approach ensures our students receive the high-quality, standards-based instruction they need to reach their educational and career goals.
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.

As the Director of the Adult Education program at ENMU-Ruidoso, I utilize several theoretical frameworks and research-based practices to guide our program design, curriculum development, leadership, and staff training. One key framework is Andragogy, which focuses on adult learning principles such as self-direction and practical application. This theory informs our approach to creating learner-centered instruction relevant to our students' real-world experiences. Additionally, Transformative Learning Theory encourages us to foster critical thinking and reflection, helping learners challenge their assumptions and grow personally and professionally. We also draw on Social Learning Theory to promote collaborative learning and peer mentoring among staff, enhancing instructional skills through shared practices.

We integrate Constructivist Learning Theory by incorporating experiential learning opportunities that allow students to build knowledge through hands-on experiences. The Universal Design for Learning (UDL) framework helps us create an inclusive environment by offering multiple ways for learners to engage with the material, accommodating diverse needs and learning styles. Aligning with the goals of the Eastern Area Workforce Development Board, we also apply evidence-based practices from workforce development research, such as contextualized learning and Integrated Education and Training (IET) models, to better prepare students for employment in high-demand fields.

As a leader, I apply transformational leadership principles to inspire and motivate our team, fostering a culture of continuous improvement and collaboration. While these frameworks provide a solid foundation for our program, we continuously adapt and refine our strategies to meet the evolving needs of our learners

New Mexico Adult Education Local Program Annual Report 2023-2024

and align with the latest research and workforce demands. This approach ensures that our adult education program remains responsive, effective, and supportive of our students' educational and career goals.

New Mexico Adult Education Local Program Annual Report 2023-2024

Our program is actively working towards the goal of preparing and placing IELCE participants into unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, as outlined in WIOA Section 243(c)(1). We collaborate closely with our local WIOA program to connect students with on-the-job training opportunities that align with their career goals. Additionally, we offer dual enrollment options, allowing students to take college courses that help them gain skills and experience in their chosen fields. Many of our participants are already employed and are seeking to advance in their current careers, which is why our program supports a range of pathways, including Phlebotomy, Nursing Assistant, Business Administration, Welding, and other high-demand fields available on our campus. While we have seen success in connecting students to these opportunities, challenges remain, such as aligning schedules and managing the diverse needs of working students. Nonetheless, these efforts have provided valuable pathways for our participants, and we continue to learn how best to support their transition into sustainable employment.

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.

Our program is making progress toward integrating IELCE activities with the local workforce development system, as required by WIOA Section 243(c)(2). Through our formal partnership with the local WIOA program and the New Mexico Workforce Connection Center (NMWCC), we connect students with essential support services like career counseling, job placement, and training opportunities, aligning their education with in-demand career pathways. However, staffing limitations have posed challenges, particularly in expanding IELCE and integrated education and training (IET) activities, impacting our ability to fully engage students in workforce programs. Despite these hurdles, our efforts focus on providing students with educational support and workforce-aligned opportunities to promote economic self-sufficiency. As we continue refining our approach, we aim to better assist students in achieving their career and educational goals, enhancing our collaboration with the local workforce development system.

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.

One of our key issues is staffing; without dedicated instructors, we struggle to offer comprehensive support and guidance for students in this unique situation. Our ability to provide these services is limited by the capacity of our current instructors, who are often stretched thin between multiple responsibilities. We would greatly benefit from professional development focused on best practices for integrating IELCE with workforce development and strategies for effectively engaging our students in these programs. We also need technical assistance to enhance collaboration with our local workforce partners and to streamline the placement of students into in-demand industries. Support in these areas would help us better align our program with WIOA Section 243 requirements and improve our ability to prepare students for sustainable, unsubsidized employment.

New Mexico Adult Education Local Program Annual Report 2023-2024

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 2023-2024, 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). 4
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G) 0
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.

Our program aims to support students at the Lincoln County Detention Center by providing educational services through our re-entry program, with the goal of helping individuals work toward obtaining their HSE. Currently, our efforts are hindered due to staffing challenges at the Detention Center, including a high turnover rate, which has left them without personnel to assist with these programs. Despite this setback, our goal remains to resume regular operations as soon as the Detention Center can fill these positions. Once properly staffed, we plan to re-enter the facility to deliver instruction, guide students through the re-entry program, and ensure they have the resources and support needed to continue their education upon release, thereby facilitating a smoother transition back into the community.

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.

Our program currently faces several challenges related to WIOA Section 225 activities, particularly in delivering services within correctional institutions. One of our biggest issues is the lack of reliable resources, such as consistent Wi-Fi access at the Detention Center, making it difficult to provide instruction effectively. Additionally, the Detention Center often has unreliable hours and can shut down unexpectedly due to staffing shortages, preventing us from delivering consistent services. The nature of the Detention Center also poses challenges; inmates can be held anywhere from a few days to several years, and they often do not know their release date until the day they are let go. This unpredictability means we might start working with a student only to have them released the next day, leaving their program incomplete. We would greatly benefit from technical assistance that addresses these challenges, particularly resources tailored to correctional settings. Additionally, professional development opportunities focused on teaching and communicating with this unique population would help us better serve these students and improve program outcomes.

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 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$13,250
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 2023-2024 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

4. Please indicate FY 2023-2024 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
1000	\$17.00	\$17,000

5. Please indicate FY 2023-2024 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. \$12,000

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) you can 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
2855	\$15	\$42,855

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

New Mexico Adult Education Local Program Annual Report 2023-2024

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2023-2024.

Source	Amount

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2023-2024 fiscal year.

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount