

Annual Program Report

Cover Page

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Section I. Program Narrative Report

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

The Adult Education program of Eastern New Mexico University- Ruidoso (ENMU-Ruidoso) operates in both Lincoln and Otero Counties. Our main site is in Ruidoso, where we provide comprehensive services. Additionally, we extend our reach through satellite sites in Lincoln County, including the Lincoln County Medical Center, Carrizozo Public Library, and the Lincoln County Detention Center. We serve the communities in Otero County through satellite sites located at the Inn of the Mountain Gods and Empowerment Center on the Mescalero Apache Reservation.

Our program focuses on various aspects, including literacy skill development, workforce preparation, College and Career Readiness, College, and Career Pathways, I-Best, and Integrated Education and Training. Eligibility is open to individuals aged 16 or older who are not enrolled in a secondary school, do not possess a secondary diploma or its equivalent, lack the expected reading, writing, and/or math skills of a school graduate based on the TABE assessment, and/or have limited English proficiency.

Funds are utilized to provide literacy instruction to improve students' reading, writing, and basic math skills, helping them earn the High School Equivalency (HSE) diploma. Additionally, funds support English language acquisition (ELA) activities, family literacy initiatives, workplace adult education and literacy programs, workforce preparation activities, transition classes and services for college and career readiness, and integrated education and training.

The primary goal of our instruction is to elevate students' literacy levels to a higher National Reporting System level. By doing so, we aim to enable eligible students to secure gainful employment, enhance job retention or obtain job-upgrades, participate in career technical or post-secondary education, attain US citizenship, and provide a better life for themselves and their families.

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.

Over the past couple of years, the adult education program has encountered challenges in maintaining sufficient staffing levels. Until July 1, 2023, all instructors were part-time. However, we were able to hire a full-time adult education instructor, alongside two part-time adult ed instructors and another part-time instructor dedicated to assisting at the Lincoln County Detention Center.

With the recent addition of TANF funding, we can now make positive changes. One of the AEFLA part-time positions will be transitioned to a full-time I-Best and Student Success coach. This will provide greater support for state approved IETS and enhance our services to students.

As the Director of Adult Education, my primary objective is to expand access to education in Lincoln County and Mescalero. To achieve this, we are launching new classes in August at various locations,

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including the Mescalero Empowerment Center, Lincoln County Medical Center, Carrizozo Library, and the Lincoln County Detention Center.

Additionally, another crucial goal is to enhance retention rates among our participants. To address this, we have introduced a milestone program aimed at recognizing and celebrating their achievements. Each month, we organize a special pizza lunch to acknowledge their progress and efforts. Through these gatherings, we aim to foster a strong sense of community and support, encouraging our learners to stay motivated and engaged in their educational journey.

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 2023-2024 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

In response to the unprecedented challenges posed by the pandemic, our program had undergone a notable transformation. Initially, we shifted our focus to remote learning, prioritizing the health and safety of our students and staff. We are still working on shifting from primarily online to more in-person. As we move forward into the 2023-2024 program year, we are charting a new course that aims to strike a balance between in-person and remote education.

Our vision for the upcoming year includes the introduction of dedicated classes and student cohorts. This innovative approach allows us to offer structured, community-oriented learning experiences while still catering to individualized student needs. We believe this blended model will not only enhance student engagement but also ensure the continued relevance and adaptability of our program in the digital age.

Our commitment to digital literacy, distance learning, and digital equity remains steadfast. These aspects are deeply embedded in our program's mission and are integral to our evolving educational strategy.

Starting in the 2023/2024 school year, we are expanding our offerings to include Certified Nursing Assistant training in Carrizozo and Capitan. We have also been given permission to administer the GED test at the detention center, so students can earn this important credential before they leave.

In September, we're launching our first Digital Literacy program. These courses will help students with their High School Equivalency (HSE) and English Language Learning (ELL) studies. Additionally, we're adding a Digital Literacy class focused on workplace skills to meet the growing demand for technology skills in our community.

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.

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During the 2022-2023 academic year, ENMU-Ruidoso Adult Education continued to strengthen its partnerships with key local stakeholders. We maintained informal partnerships with prominent employers in our community, including the Village of Ruidoso, Lincoln County, and the Mescalero Tribe. These collaborations enabled us to deliver vital adult education services to their employees, encompassing both workplace and life skills enhancement.

Additionally, we fostered informal partnerships with Region IX and the Mescalero Apache Tribe Early Childhood programs, extending our adult education services to families. This included English Language Arts (ELA) and High School Equivalency (HSE) preparation for parents, as well as valuable I-Best support for employees pursuing their education within ENMU-Ruidoso's Early Care and Education degree programs.

Our close collaboration with various local employers continued to thrive during this academic year. We provide essential workplace skills training and adult education services tailored to the specific needs of our community.

In addition to these key partnerships, we maintained strong working relationships with a range of service providers throughout Lincoln County and Mescalero. These included the New Mexico Income Support Division, New Mexico Child Youth and Family Division, Juvenile and Adult Probation, Lincoln County Detention Center, and various community-based organizations. Through these connections, we continued to serve the diverse needs of our clients and contribute to the educational growth and development of our community.

Section II. Core Indicators of Performance 2022-2023

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 2022-2023 (Table 4, last row of column B) _____54_____

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) _____93_____

Post-testing rate (Table 4B, last row of column B to number of NRS participants) _____8_____

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	20%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	8.57%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	27.03%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	0%

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 based on your number of NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

Our retention rate for NRS participants is low for several reasons:

- **Intensive Requirements:** Some participants do not fulfill the mandatory assessment requirements. We face challenges in getting them to complete these assessments.
- **Targeted Outcomes:** Many of our participants may not feel an intense sense of urgency to meet the specific targeted outcomes, which affects their retention and program completion. Some are not in a hurry to complete the program, resulting in lower outcomes.
- **Support Services:** We have experienced staffing shortages, which, in turn, have limited some of the support services we can provide to our participants.

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.

Reasons for Below-50% Rate:

Several factors have contributed to our current post-testing rate being below the required 50%:

- **Lack of Awareness:** Some participants may not fully understand the importance of post-testing or may be unaware of when and how to complete it.
- **Resource Constraints:** Limited resources and staffing shortages have occasionally hindered our ability to effectively facilitate post-testing for all participants.
- **Participant Motivation:** In some cases, participants may not feel motivated to complete post-tests, especially if they do not see immediate benefits or career-related outcomes tied to the assessments.

Plans for Improvement:

To address these challenges and improve our post-testing rates, we have formulated the following plans:

- **Education and Outreach:** We will conduct targeted awareness orientation and workshops to educate participants on the significance of post-testing and how it benefits them.
- **Resource Allocation:** We are actively working to secure additional resources and staff to ensure the efficient administration of post-tests.
- **Incentive Refinement:** We are implementing an incentive program to make them more appealing participants.
- **Personalized Support:** We are implementing personalized support plans for participants who may be struggling with motivation or facing barriers to completing post-tests.
- **Flexible Scheduling:** We are offering flexible scheduling options for post-tests to accommodate participants' diverse schedules and commitments.

3. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education). See Section II above. For each performance indicator, discuss whether your program met, exceeded,

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or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

Our program's performance fell short of the negotiated target levels set by OCTAE in most of the performance indicators. Challenges such as limited access to testing centers after the pandemic, students' varying readiness for employment, and disruptions initially caused by the pandemic contributed to these performance gaps. Additionally, delayed Post-TABE assessments impacted our ability to demonstrate MSG effectively.

However, we are taking proactive steps to address these challenges. These include increasing TABE testing frequency, introducing assessment incentives, and expanding our partnership network to create more employment opportunities. We are also enhancing our data collection and analysis methods to better track student progress and outcomes.

4. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

One of our primary challenges in meeting negotiated targets pertains to tracking students' progress after they complete the program. Following discussions with state officials, we've pinpointed the issue and devised a solution for future years.

We've also developed a strategic approach to address MSG concerns. Our current practice of administering TABE testing every six months doesn't align with the needs of our students, particularly those in correctional facilities who often leave within three months. To better accommodate their needs, we're increasing the frequency of TABE testing, providing more timely assessments. Additionally, we're implementing an incentive program for both TABE and GED tests to further motivate our students.

5. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, please reach out to Katya.)

Enrollment in our Adult Education program experienced a decline during the pandemic, a trend observed across many educational institutions. The challenges posed by the pandemic, including remote learning barriers and personal hardships, impacted our program's participation rates.

Moving forward, our plan to improve involves several key strategies. We are actively enhancing our outreach efforts to re-engage with potential students, offering flexible learning options to accommodate diverse needs, and implementing targeted support systems to address the unique challenges faced by adult learners.

By adapting to the evolving landscape and proactively addressing student concerns, we aim to reverse the enrollment decline and provide an inclusive and accessible learning environment for all.

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* If you are a new director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past

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practices to support continuous improvement. If you are an established director, describe strategies you intend to use in the coming year to promote continuous improvement.

Our program meets regularly to discuss data regarding our students. Our data technicians will access program information from the LACES database, and we will discuss how to improve said data. The frequency of these meetings has not always been the approach in the past and is a new practice for us. Because of this, we believe it will assist in the retention of students and ensure all of our students receive the help they need.

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 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	54	6750	125
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	54	6750	125
Referrals to and coordination of activities with other programs and services.	Career Service	54	6750	125
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	54	6750	125
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health	Career Service	54	6750	125

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assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)				
Total:			*27000	27000
Integrated Education and Training (IET) programs	Training Service			

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

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.
 - **Our aim is to enhance the education and employability of adults, empowering them to achieve self-sustainability. We do this by providing high-quality instruction that enables adults to successfully earn the New Mexico High School Equivalency diploma or attain a level of competence that prepares them for further education or self-sustaining employment.**
 - **To achieve this goal, we have several strategies in place working with the Eastern Area Board:**
 - **Alignment of Schedules, Staffing, and Curricula:** We ensure that our class schedules, staffing, and educational content are designed to meet the specific needs of our region.
 - **Coordinated Referral System:** We have developed and implemented a system that coordinates referrals to connect individuals with the appropriate educational and training opportunities.
 - **Contextualized Instruction:** Our curriculum is tailored to align with regional labor market data. This approach introduces students to careers in sectors experiencing growth and provides support for setting individual goals based on students' values and skills.
 - **Alignment with Skill Development:** We align student goals with the development of essential skills, including reading, writing, listening, speaking, math, and technology skills. We also cross-reference these goals with the WorkKeys Occupational Profile and the ONET website.
 - **Guided Pathways and Concurrent Enrollment:** We use guided pathways and concurrent enrollment to facilitate a smoother transition to college for adult education students.
 - **Early Focus on Career Pathways:** From the beginning of their participation in the program, we align our instruction with the next steps in students' chosen career pathways and college readiness opportunities.
 - **Concurrent College and AE Enrollment:** We offer the option for concurrent enrollment in college courses to prepare students for the workforce and to earn industry-recognized occupational certificates.

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- **Strengthening Partnerships:** We work to strengthen relationships between Adult Education providers, training institutions, regional industry sectors, and employers.
 - **By bringing together literacy, workforce development, and business stakeholders regularly, we aim to share emerging trends and strategies. This alignment of services benefits all parties involved and helps us increase the number of adults with the literacy, workplace skills, credentials, and degrees needed for employment in high-demand occupations aligned with regional workforce priorities. Ultimately, our goal is to promote economic self-sufficiency for individuals and the entire region.**
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 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?

Aligning ENMU-Ruidoso's Adult Education Program with the Eastern Area Workforce Board (EAWB) Local Area Plan for 2022-2023 was a strategic approach to addressing the educational and workforce needs of the community.

What's Working Well:

Collaborative Partnerships: Building strong partnerships with local workforce development agencies, employers, and community.

Data and Needs Assessment: Regularly collecting and analyzing data on the local labor market and adult education needs. It helps in tailoring our program to meet the specific demands of the region.

Customized Curriculum: Adapting our curriculum to align with the skills and industries in demand within our region is a key strategy. Offering courses or certifications in high-demand fields.

Workforce Development Integration: Incorporating workforce readiness skills and job placement services within our adult education program.

Outreach and Engagement: Effective outreach efforts to reach underserved populations and individuals who may benefit from adult education services but are not aware of them.

Challenges:

Technology and Digital Literacy: As digital skills become increasingly important in the workforce, addressing technology and digital literacy gaps among adult learners is crucial but can be challenging, especially for those with limited access to technology.

Retention and Completion: Maintaining high retention rates and ensuring that adult learners complete their programs successfully can be challenging, especially for our diverse participant backgrounds and skill levels.

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Changing Workforce Demands: Rapid changes in the labor market make it challenging to keep our adult education programs aligned with current industry needs. We regularly update curriculum.

Equity and Access: Ensuring that all members of the community, including underserved and marginalized populations, have equal access to adult education opportunities can be a persistent challenge.

To address these challenges and align our program with the EAWB Local Area Plan in 23/24, we are conducting regular assessments, seeking input from community stakeholders, and being flexible in adapting our program to meet evolving workforce needs. We will continue our collaboration and communication with partners in the workforce development ecosystem will be key to success.

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Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2022-2023 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?

Our Adult Education program is distinctively structured with a dual integration into the local community college system. This seamless integration facilitates a comprehensive approach to career planning and advising, and it represents one of the program's greatest strengths.

Our advisors wear two significant hats: they function as both Adult Education advisors and College Advisors. This unique position enables them to provide a bridge for students, facilitating a smoother transition from GED completion to potential higher education pursuits. They are adept at understanding the specific challenges and aspirations of adult learners, as well as the nuances of navigating both GED completion and the community college landscape.

Each student, upon entering our program, undergoes an initial consultation to understand their broader career aspirations and educational goals. Throughout their time with us, they can access these advisors for individualized counsel, ensuring they are best positioned not just to achieve their GED, but to have a clear roadmap for any subsequent academic or vocational pursuits.

Due to our close ties with the community college, students receive early exposure to college-level opportunities, workshops, and resources. They benefit from occasional guest lectures, opportunities to tour the college, insights into available courses and programs that align with their interests and the availability to enroll in courses.

In summary, career planning and advising in our Adult Education program is not an isolated component but is intrinsically linked with every step of a student's journey, enriched by our deep ties with the community college and the multifaceted expertise of our advisors.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:
 - i. A full list of all IET programs offered in the reporting year period.

Welding

Construction Trades

Cyber Security

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Hospitality and Tourism

Early Care and Education

Certified Nursing Assistant

- ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINC'S checklist:

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

Our Integrated Education and Training (IET) program satisfies the three federally-defined and required components to be considered an IET program, as outlined in 34 CFR 463.

1. Adult Education and Literacy Component:

- **Welding:** Participants receive instruction in essential math skills, measurements, and safety protocols, which are fundamental to welding. Basic literacy skills are integrated into the curriculum to ensure participants can understand welding manuals and safety guidelines.
- **Certified Nursing Assistant:** Participants receive training in healthcare terminology, communication skills, and basic math for medication calculations.
- **Construction Trades:** Includes instruction in math, blueprint reading, safety protocols, and communication skills.
- **Cyber Security:** Participants receive training in computer literacy, networking concepts, and cybersecurity principles.
- **Hospitality and Tourism:** Participants receive instruction in customer service, communication skills, and basic math for handling transactions.
- **Early Care and Education:** includes instruction in child development, effective communication, and early childhood education principles.

2. Workforce Preparation Component:

- **All Programs:** Participants in each program receive guidance on crafting industry-specific resumes, interview preparation, and job search strategies tailored to their respective fields.

3. Occupational Skills Training Component:

- **Welding:** Participants learn welding techniques, safety procedures, and gain hands-on experience in welding to prepare for welding-related jobs.
- **Certified Nursing Assistant:** Participants receive training in healthcare skills, including patient care, infection control, and ethical conduct, leading to certification as CNAs.
- **Construction Trades:** This program offers training in construction-specific skills, such as carpentry, masonry, or electrical work, preparing participants for careers in the construction industry.
- **Cyber Security:** Participants acquire skills related to cybersecurity, including network security, ethical hacking, and data protection, which are essential for careers in cybersecurity.

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- **Hospitality and Tourism:** This program provides training in hospitality services, customer service, and tourism management, preparing participants for roles in the hospitality and tourism industry.
- **Early Care and Education:** Participants gain knowledge and skills related to early childhood education, child development, and classroom management, preparing them for careers in early care and education settings.

Each of the IET programs you mentioned incorporates adult education and literacy components, workforce preparation activities, and occupational skills training to meet the federally-defined IET program requirements. These components are tailored to the specific needs and career pathways of the participants in each program.

3. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

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 Adult Education program's orientation and onboarding process is meticulously designed to ensure that every student begins their educational journey with clarity, direction, and a roadmap tailored to their aspirations.

Initial Meeting: As soon as a student enrolls in our program, they are scheduled for a one-on-one orientation session with an advisor. Given the unique advantage that our advisors also serve as GED and College Advisors due to our integration with the community college, they bring a holistic perspective to this session.

Orientation Session: This is a comprehensive meeting wherein students are introduced to the program's structure, resources, and the available opportunities through our collaboration with the community college. It's not just about understanding the curriculum but also about aligning it with the student's future goals, whether they are geared towards immediate employment or further education.

Roadmap & Planning: One of the highlights of this orientation is the development of a personalized roadmap. During this phase, the advisor gauges the student's career aspirations and educational goals. With this information, a tailored plan is crafted to guide the student's trajectory within our program and potential pathways post-GED, especially if they are considering further studies at the community college.

Initial Assessments: To ensure that the roadmap and educational strategy are data-informed, initial assessments are administered immediately after the orientation session. The insights from these assessments further refine the individualized roadmap and enable advisors to

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recommend certain courses, resources, or support mechanisms to optimize the student's learning experience.

By the end of this onboarding process, our students are not just enrolled in a program; they are equipped with a clear vision of their academic journey and the potential career paths ahead. The seamless intertwining of GED and College advising ensures that students have both immediate and long-term perspectives in place from day one.

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 Adult Education program is meticulously designed to prioritize both intensity and frequency of instruction, ensuring that our participants consistently achieve substantial learning gains. Here's how our program's schedule and components contribute to this:

- 1. Structured Curriculum:** At the core of our program is a curriculum that is both rigorous and flexible. Lessons are paced in a manner that promotes depth of understanding, allowing students to truly grasp foundational concepts before advancing.
- 2. Frequency of Sessions:** Recognizing the importance of regular engagement for adult learners, our program operates with multiple sessions each week. This ensures that learning remains consistent and continuous, reducing the potential gaps that might impede retention or comprehension.
- 3. Modular Design:** The curriculum is divided into modules, each focusing on specific skill sets. This modular approach ensures that students can concentrate on one area at a time, resulting in more focused and intensive learning experiences.
- 4. Integrated Support:** With our unique position being integrated with the community college, our students have the advantage of accessing resources and support systems from both the Adult Education program and the college itself. This expands their learning avenues and introduces them to a broader spectrum of academic methodologies.
- 5. Personalized Learning Plans:** As highlighted earlier, our orientation process includes creating a personalized roadmap for each student. This means that instruction is not just generalized but tailored to individual needs, ensuring optimal intensity and relevance.
- 6. Regular Assessments:** Periodic assessments are integrated into the program's schedule. These not only gauge the students' progress but also provide instructors with valuable insights. If a student is identified as needing additional support in a particular area, supplemental sessions or resources are provided to bolster their understanding.
- 7. Collaborative Learning:** While individual instruction is crucial, we also emphasize peer interactions. Regular group discussions, team projects, and collaborative exercises are woven into the schedule, promoting a multifaceted approach to learning.
- 8. Feedback Loop:** Post each module, students have a feedback session with their advisors. This ensures that any concerns, challenges, or needs are addressed promptly, keeping the student's learning trajectory on the optimal path.

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In essence, our program's schedule and components are thoughtfully structured to maintain a balance between intensity and frequency, ensuring that every participant is consistently engaged, challenged, and supported, leading to meaningful and substantial learning gains.

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.

In addition to the intensive curriculum and unique integration with the community college, our Adult Education program is bolstered by several programmatic elements and wrap-around services designed to support student success and tackle potential barriers:

1. Technology Integration:

Digital Literacy Workshops: We conduct regular workshops aimed at enhancing students' digital literacy, ensuring they can navigate online platforms, utilize e-resources, and understand basic cyber safety.

2. Career Navigation Services:

One-on-One Counseling: Our dual-role advisors help bridge the gap between GED completion and potential further studies or immediate employment, providing tailored advice based on individual student aspirations.

Job Boards & Placement Assistance: We have dedicated resources that inform students of job opportunities and internships in the vicinity, and we assist in placements whenever possible.

3. Support Services:

Tutoring: Beyond regular sessions, additional tutoring support is available to students who may need further assistance in specific subjects.

4. Distance Learning:

Platform Training: Before embarking on distance learning, students are trained in how to use our online platforms effectively, ensuring no one is left behind due to technical challenges.

Hybrid Models: We offer blended learning options, where students can opt for a mix of online and in-person sessions based on their comfort and needs.

5. Equity Focus:

Tech Accessibility: We ensure that students in need can borrow tablets or laptops, ensuring that the shift to digital doesn't alienate anyone.

Language and Accessibility Services: For students for whom English is a second language, or those with specific needs, we provide translation services, interpreters, and other essential resources to ensure an inclusive learning environment.

6. Community Engagement:

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Local Partnerships: By partnering with local businesses, NGOs, and community leaders, we're able to offer real-world insights opportunities for our learners, making their education both relevant and applied.

In summary, our program aims to be more than just an academic institution; we aspire to be a holistic support system, addressing not just academic but also personal, professional, and societal barriers our adult learners might face.

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 deeply committed to ensuring our students are adequately prepared for both college and their subsequent careers, and we diligently align our instruction with the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS).

1. Curriculum Alignment:

Edmentum Online Learning Curriculum: This digital platform is rooted in the principles of CCRS. The adaptive learning modules, assessments, and instructional content are consistently updated to ensure they match the rigor and relevance required by the CCRS. The embedded tools within Edmentum also help in tailoring content to meet the diverse needs of adult learners.

EdReady from NROC: We utilize EdReady to assess the readiness of students in math and English, ensuring they're on par with CCRS benchmarks. Based on the student's proficiency, EdReady then crafts a personalized learning path to bridge any gaps, ensuring every student attains the standards set by CCRS.

GED Certified Physical Textbooks and Resources: Our traditional curriculum, sourced from GED-certified materials, directly addresses the CCRS standards. Each chapter, exercise, and assessment has been chosen to ensure students are not just prepping for their GED but also aligning with the broader CCRS framework.

2. English Language Proficiency: While the primary tools mentioned focus heavily on CCRS, elements of ELPS are also integrated. Edmentum, in particular, has resources tailored for English language learners, ensuring they not only grasp the subject matter but also enhance their language proficiency in line with ELPS standards.

3. Professional Development & Continuous Alignment: To guarantee that our teaching practices stay aligned with CCRS/ELPS, our educators undergo regular professional development sessions. These sessions serve as both refreshers on the standards and introduce any new methodologies or changes.

4. Resources & Support: Beyond the primary curriculum tools, we offer additional resources such as supplementary worksheets, online modules, and group discussions that are all aligned

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with CCRS/ELPS. These resources ensure students have multiple avenues to grasp the standards, catering to varied learning styles.

In summary, our program takes a multifaceted approach to ensure complete alignment with CCRS and ELPS. We're continuously monitoring, assessing, and updating our practices to ensure our students are receiving an education that prepares them for both college and the workforce.

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 an Adult Education (AE) program director, I have always believed in grounding our practices in research and theory to ensure the highest caliber of instruction and program design. Some theoretical frameworks and research paradigms that have significantly informed our approach include:

Andragogy: Malcolm Knowles' theory of andragogy, or adult learning, has been foundational for us. Adults come with a reservoir of experience, and our curriculum development often focuses on problem-centered rather than content-oriented approaches, ensuring that learning is relevant and applicable.

Transformative Learning: Building on the work of Jack Mezirow, we emphasize critical reflection in our educational processes. This approach ensures that learners do not just gain knowledge, but they are also equipped to challenge and reshape their perspectives, fostering deeper personal and professional growth.

Self-directed Learning: We recognize that adult learners often have a strong sense of autonomy. Our program design integrates elements that allow learners to take charge of their education, with our educators acting more as facilitators and less as traditional instructors.

Contextualized Instruction: In AE, it is vital that learning is not isolated but tied to real-world contexts. Our curriculum is often designed to integrate academic skills within practical, everyday scenarios, making the learning process more relevant and engaging.

Digital Literacy: In an increasingly digital age, it is not enough to provide traditional literacy skills. Research shows that adult learners also need proficiency in navigating digital landscapes. As such, we have integrated digital literacy components throughout our curriculum.

Lifelong Learning: A tenet that underpins our entire program is the belief in learning as an ongoing, lifelong journey. Our leadership practices and staff training emphasize this, ensuring that we are always adapting, evolving, and staying current with the latest in AE research and best practices.

Zone of Proximal Development (ZPD): Drawing from Vygotsky's work, our educators are trained to identify the difference between what learners can do without help and what they can achieve with guidance. This ensures that our interventions are timely and effective.

These frameworks are not just theoretical concepts for us; they are ingrained in our daily operations, our curriculum design, and our overarching philosophy. I find them compelling

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not just because of their academic credibility, but because, repeatedly, they have proven effective in guiding our adult learners towards success.

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

For this section, if the program received IELCE funding for 2022-2023, 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): 4
2. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)
 - Achieved Citizenship Skills
 - Voted or Registered to Vote
 - Increased Involvement in Community Activity
3. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

Unfortunately, due to changing staff and ever-changing community needs, we faced significant challenges developing a strong cohort.

However, our program has taken a comprehensive approach to providing IELCE services, ensuring that our participants not only develop English language proficiency but also a robust understanding of U.S. civics. Additionally, we have integrated these offerings with broader educational and training activities, creating a holistic learning environment for our students. Here is how we have structured our efforts:

- 1. Modular Curriculum Design:** Our IELCE curriculum is divided into modules that concurrently focus on language proficiency and civics education. For instance, while teaching language arts, we might incorporate lessons on the U.S. Constitution, allowing students to learn both English and civics in tandem.
- 2. Real-world Contextualization:** Understanding the importance of contextual learning, our program integrates real-world scenarios into lessons. For instance, English language exercises might include mock voting, reading local news, or discussing community issues, merging English instruction with practical civics applications.
- 3. Collaborative Learning:** To foster a deeper understanding of civics, we organize group discussions, debates, and projects around pivotal moments in U.S. history, government operations, and current events. These collaborative activities not only enhance English language skills but also promote civic engagement and critical thinking.
- 4. Guest Sessions and Field Trips:** We regularly invite local community leaders, government officials, and other relevant figures for interactive sessions. Additionally, field trips to local government institutions offer students a hands-on understanding of the civic processes they study.
- 5. Continuous Assessment:** To monitor progress and ensure that our students are achieving both their language and civics objectives, we have integrated periodic assessments into our curriculum. These not only evaluate language proficiency but also the understanding of civic principles.

In summary, our program's IELCE services are designed to be comprehensive, intertwining English language instruction with civics education while also ensuring our students are prepared for further

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education and the workforce. This multifaceted approach ensures that our students are not only linguistically prepared but also civically engaged and professionally ready.

4. 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.

Our program has consistently worked to fulfill the objectives of WIOA section 243(c)(1), emphasizing the preparation and placement of our IELCE participants in unsubsidized employment within in-demand industries. Here is a breakdown of our progression, performance outcomes, challenges faced, and valuable lessons gleaned:

1. Progression Towards Goals:

Curriculum Alignment: Recognizing the importance of immediate relevance, our curriculum has been strategically fine-tuned to focus on sectors that are currently in-demand within our region.

Unique Proximity Advantage: Our privileged position, located adjacent to the New Mexico Workforce Connection, provides an unparalleled advantage. This facilitates easy referrals for our students, granting them direct access to employment, internship, and workforce opportunities.

Holistic Skill Development: Beyond conventional IELCE education, our program endeavors to ensure students gain both the hard and soft skills necessary for success in their respective fields.

2. Performance Results:

Placement Success: Many IELCE graduates have transitioned seamlessly into unsubsidized employment in in-demand sectors, a testament to our program's efficacy and the benefit of our proximity to the New Mexico Workforce Connection.

Feedback Loop: Employers frequently commend the preparedness and adaptability of our graduates, reinforcing the success of our integrated approach to education and employment.

3. Challenges Faced:

Dynamic Job Market: The fluid nature of in-demand industries and occupations presents a challenge. Adapting our curriculum in real-time to cater to these shifting demands requires continual vigilance.

Nurturing Soft Skills: While technical proficiency is critical, the nuances of soft skills like effective communication, teamwork, and adaptability can sometimes be more challenging to inculcate, given their experiential nature.

4. Lessons Learned:

Collaboration is Paramount: Our partnership with the New Mexico Workforce Connection has underscored the value of close collaboration with local institutions. Such alliances expedite the transition from education to employment, benefiting our students.

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Continuous Feedback: Regular feedback, both from students and partnering employers, has been instrumental. This feedback loop has guided refinements in our curriculum and teaching methodologies, ensuring they remain up-to-date and impactful.

In sum, our journey towards the goals set by WIOA section 243(c)(1) is an evolving one. While we have made commendable progress, we continually seek to innovate and adapt, ensuring our IELCE participants are optimally prepared for the world of work. The proximity to the New Mexico Workforce Connection is an indispensable asset, as it seamlessly bridges the gap between education and employment for our students.

5. 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 IELCE program has made considerable strides in integrating our activities with the local workforce development system, aligning with the tenets laid out in WIOA section 243(c)(2).1.

1. Progression Towards Goals:

Strategic Co-location with New Mexico Workforce Connection: One of our program's most defining features is our proximity to the New Mexico Workforce Connection. This location advantage fosters a seamless integration with the local workforce development system. Our students benefit from direct referrals and immediate access to employment, internship, and training opportunities.

Collaborative Programs and Workshops: We have initiated joint programs and workshops with the local workforce development agencies. These initiatives focus on key areas such as resume writing, interview skills, and job market trend awareness, effectively blending our IELCE curriculum with real-world workforce needs.

Stakeholder Engagement: Regular meetings with stakeholders from the local workforce system ensure that our curriculum and activities are coordinated with current industry demands.

2. Performance Results:

Successful Transition Rates: Thanks to our integrated approach and partnerships, many of our IELCE graduates transition smoothly into employment or further training within the local workforce.

3. Challenges Faced:

Dynamic Workforce Needs: One of the primary challenges is the ever-evolving nature of workforce requirements. Ensuring our curriculum remains responsive to these changes is a task that demands ongoing attention.

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Balancing Curriculum: Striking a balance between English language and civics education and workforce readiness can sometimes be challenging, especially when trying to address immediate job market demands.

4. Lessons Learned:

Value of Collaboration: Our association with the New Mexico Workforce Connection has underscored how pivotal close collaborations are in aligning education with workforce development.

Regular Updates are Essential: Given the dynamic nature of the workforce landscape, we have learned the importance of frequently updating our curriculum and resources.

Feedback Integration: Regular feedback from students, educators, and local employers has been invaluable. This iterative feedback process ensures our approach remains current and effective.

In conclusion, while we are proud of the progress we have made towards achieving the goals of WIOA section 243(c)(2), we understand that this is an ongoing journey. The lessons we have learned have been instrumental in refining our strategies and ensuring our IELCE program remains deeply integrated with the local workforce development system.

6. 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.

Engaging and reaching out to eligible youth who may benefit from our WIOA Section 243 programs can be challenging. Professional development in effective outreach strategies, including digital marketing, community partnerships, and youth-focused engagement, would be invaluable. Providing effective mentorship and support services for youth participants is also critical. Some professional development in mentorship best practices, motivational interviewing, and youth development principles can help us better serve our program participants.

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

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

(If your program did not provide these types of services in 2022-2023, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: **6**
2. 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.

Throughout the past year ENMU-Ruidoso continued to strengthen one of our key partnerships, the Lincoln County Detention Center (LCDC), to provide vital Adult Education (AE) services to justice-involved individuals. Our focus remained on offering comprehensive services to support the educational and personal growth of these individuals.

The services offered during this year included:

- **Integrated Education and Training (IET):** Within the Lincoln County Detention Center, individuals participated in an IET program in Construction Trades. This program allowed participants to work towards earning their Career Technical Education (CTE) Certificate in Construction Trades while concurrently preparing for the High School Equivalency (HSE) examination.
- **Adult Education and Literacy Activities:** Our AE program continued to provide distance education lessons designed to enhance literacy, learning, and comprehension skills among justice-involved individuals. We've also worked with LCDC to work out a system where we can offer in-person learning.
- **Transition to Re-Entry Initiatives:** With a strong commitment to reducing recidivism, our program focused on a comprehensive '100-Hour Reentry Prerelease Program Curriculum.' This curriculum encompassed essential areas such as Personal Development, Employment Skills, Goal Setting & Achievement, Reentry Support Resources, Money Management, Values Clarification, Problem Solving & Decision-Making, and Victim Awareness & Restitution.
- **Concurrent Enrollment:** ENMU-Ruidoso collaborated with the Eastern Area Workforce Board to provide Occupational Certificates to individuals within the Lincoln County Detention Center. Thanks to funding from the Workforce Innovation and Opportunity Act (WIOA), students received tuition assistance for enrolling in a Construction Trades program. This initiative enabled students to simultaneously work towards their HSE and College Certificate.

Additionally, we actively facilitated referrals and registrations for participants with the New Mexico Workforce Connection to ensure access to career services during their time in the facility. Through collaboration with the Lincoln County Detention Center's 'RISE' (Restoring Individuals Safely and Effectively) program, we developed individualized career

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and training plans for participants, with a strong emphasis on successful reintegration upon their release.

3. Regarding WIOA Section 225 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.

Our specific challenges as a small community college in the context of WIOA Section 225 activities underscore the need for targeted technical assistance and professional development. Examples of potential professional development include curriculum development, data management, staff training, partnership building, legal compliance, recidivism reduction strategies, trauma-informed teaching, and grant writing. These opportunities would empower us to enhance our services and better serve justice-involved individuals on their path to successful reintegration into society.

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 2022-2023 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. 0
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 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

4. Please indicate FY 2022-2023 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
1000	15.00	15,000

5. Please indicate FY 2022-2023 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) 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	\$42,825

Alternate option:

Going rate in Ruidoso-Village of Ruidoso

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2022-2023.

Source	Amount

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2022-2023 fiscal year.

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount