

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

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Workforce Region(s) Served:	Southeast Region	
New Mexico Counties Served:	Chaves, Roosevelt	
Submission Date:	9-8-2025	
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Signature of the Chief Executive Officer or Designee

Date

Dr. Shawn Powell- President of ENMU-Roswell

Typed Name and Title

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Section I. Program Narrative Report

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

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

Our program is located on the Eastern New Mexico University-Roswell Campus. We serve the Chaves County area, local communities, and the valley, which includes small, rural towns, along with some classes in Roosevelt County. The services we provide under WIOA Title II are included in the information below:

Adult Education: We offer foundational instruction in Reading, Math, and Language specifically designed to help adults aged 16 and over in obtaining their High School Equivalency Credential. We have put in place one-on-one tutoring to provide personalized support, address individual learning needs, and foster a positive attitude towards learning. Also, we offer strategies to equip our students with knowledge and skills for long-term financial stability. Additionally, we provide flexibility in our program services, utilizing Burlington English and Essential Education software for students who have challenges in accessing face-to-face classes. Our students will identify career counseling through the resources provided by ENMU-Roswell and America's Job Center, preparing them for a smooth transition to post-secondary education or training.

English Language Acquisition: We offer English language instruction to help non-native speakers further develop skills in reading, writing, and speaking the English Language. An emphasis is placed on how to communicate effectively in everyday life situations to aid in access to employment opportunities and entering post-secondary education. We help individuals to understand the American workplace and build relevant job skills. Also, with the assistance of some of our partners, we prepare them with skills and career exploration opportunities, such as resume writing, interviewing, and general workplace information. Our curriculum is aligned with the English Language Proficiency Standards.

Family Literacy Activities: In our program, support services are available, such as assistance with transportation, childcare, housing, need-related payments, educational testing, and other needs to enable participation in WIOA. Our collaboration with Parkview Elementary Early Literacy Center offers a collaborative approach to family literacy activities for parents, while simultaneously working towards improving proficiency in speaking, reading, and writing the English language, and working towards obtaining a High School Equivalency Credential. An updated memorandum of understanding between our Adult Education Program and Roswell Independent School District was signed in August 2024. Classes are held at this location during the Roswell Independent School District School year, 4 times per week in the mornings. Parkview has a newsletter that has information about our classes and any highlights from the parents participating in AE/ESL. Various methods of advertising program services include community events, digital advertising, and social media activities, to name a few. Implementing collaborations between businesses, education providers, and workforce development agencies has helped us deliver family literacy programs.

Integrated Education and Training: We provide IET programs in the following areas: Certified Nurse Assistant (CNA), Emergency Medical Technician (EMT), and Entrepreneurship. Workforce preparation activities are also included, such as Critical Thinking, Teamwork, Leadership, Problem Solving, Digital Literacy, Self-Management, Workplace Etiquette, and many essential skills for success in today's workplace. Entrepreneurial Skills Training classes are available for individuals who want to develop skills for starting and running a business. This program

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helps to develop skills for in-demand occupations. Activities are also provided to encourage responsibility, confidence, employability, self-determination, and other positive social and civic behaviors. This year, we are piloting the addition of OSHA industry-recognized credentials as part of the program.

Corrections Education: We provide High School Equivalency classes for corrections populations in the Roosevelt County Detention Center. Proctors within the facility are working on getting TABE certified for the new TABE 13/14 exam. High School Equivalency classes at this site are offered virtually three days a week, and a corrections office is available to help enroll inmates. We provide adult education and literacy activities and referrals to our nearby site at the Portales Chamber of Commerce for inmates who are released and need an alternate location to continue working toward their High School Equivalency completion. The Portales Instructor provides information about in-demand industry sectors or occupations, career awareness, counseling, and exploration.

- 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.**

In the previous year, we faced challenges filling key positions, including an Assistant Director, Lab Supervisor, Career Coach, and additional instructors. The absence of these roles has placed added responsibilities on existing staff, increasing workloads and stress levels. While this has at times strained capacity, our team has remained committed to serving students, and we continue to actively work toward filling these positions to support program growth and sustainability. This semester, in Cycle 49, we enrolled 110 New Mexico Youth Challenge cadets, which necessitated the reassignment of some of our Adult Education instructors to provide teaching and tutoring support. While we have begun advertising for open positions in Adult Education, targeting retired teachers and individuals seeking supplemental income, the shortage remains a concern. Compounding this, budget constraints and uncertainties have limited our ability to hire as quickly as we would like. On a positive note, we are in the second year of our three-year internal strategic plan, which is driving essential improvements across the department. Key initiatives include rebranding efforts, enhanced attendance tracking, refined post-testing strategies, redevelopment of our website, the creation of a departmental master calendar, and the establishment of consistent class blocks, training sessions, and internal professional development dates. We are also reviewing and refining our orientation process to ensure data-driven improvements. Most recently, we incorporated official practice tests into both English and Spanish orientations, giving students greater confidence in their exam readiness and strengthening our overall support for learner success.

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

We offer both in-person and hybrid class options for students to determine what is best with flexibility and accessibility. The current status of our classes can be characterized as ever-evolving; we are continually seeking ways to enhance our service to students. We are a continuous enrollment program, so we must find ways to adapt to a constant intake of new students. As a way of evolving, we implement a shortened cycle of classes that repeats throughout each semester, rather than offering one big semester's worth of classes. This has decreased the number of new students entering a class during more advanced lessons, which helps the students feel less lost or out of place. We plan to keep professional development focused on classroom management and technology integration in the classroom, with a focus on maintaining digital literacy, distance learning, and digital equity at the forefront of our program practices. The number of students accessing Essential Education and Burlington English as a supplement to their in-class instruction continues to increase. For the 2025–2026 program year, we plan to

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expand hybrid course offerings for all students, providing greater access to instruction and helping close the digital divide that often limits their opportunities.

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

Formal Partnerships:

- **ENMU-Roswell and Campus System** - Our Adult Education Department has a formal partnership with ENMU-Roswell and the Eastern New Mexico University system, which governs our department's functions. The ENMU system comprises the main campus in Portales and branch campuses in Roswell and Ruidoso. This system is overseen by a Board of Regents responsible for making key decisions about university policy, budget, and overall direction.
- **Roswell Job Corps**- We continue to work with our local RJCC program to offer courses in basic literacy, numeracy, and English as a Second Language as options to RJCC students to aid in improving their foundational skills for success academically and in training programs and workplace readiness.
- **New Mexico Youth Challenge**- Our partnership with New Mexico Youth Challenge involves supporting youth between the ages of 16 - 18 in completing their high school equivalency and improving their basic education skills. This population often consists of at-risk youth who have not yet completed their education through a traditional high school. Two student cohorts are served each year, with student enrollment ranging from 50 to over 100 students per cohort. Each student cohort is 16 weeks (about three and a half months) in length, with 12 weeks (about 3 months) devoted to obtaining a High School Equivalency. The impact of our partnership enables youth to overcome challenges in a structured environment, allowing them to focus on education, life skills, and physical training. Students in this program work toward earning their High School Equivalency while simultaneously earning college credits for specific college programs at ENMU-Roswell.
- **Roswell Independent School District**- An updated MOU between our Department and RISD was signed in FY 23. This MOU outlines explicitly our functions at Park View Elementary Early Literacy Center. Under this agreement, our collaborative services will support PreK families and families of the community by delivering adult education classes such as English as a Second Language and General Education Development. Recruitment of students for ESL/HSE comes mostly from RISD schools through the Family Engagement Specialists. Recruitment also comes from parent/student outreach from ENMU-Roswell. Classes at this location run throughout the RISD school year.
- **Chaves County Comprehensive Strategy Board**- This board is run by the 5th Judicial District Children's Court Judge. The Chaves County Adult Detention Center provides lunches at each meeting. This is a multi-agency board composed of local associations that convene monthly to address the disproportionate representation of minority youth within the Chaves County Juvenile Justice System. Participation in this board has continued throughout the 24-25 FY, maintaining status as a voting member by the Adult Education Director.
- **Eastern Area Workforce Development Board**- We collaborate closely with the Eastern Area Workforce Development Board to provide mutual student referrals between our agencies for high school equivalency preparation, job placement, tuition assistance, and work experience, to name a few. We collaborate in data sharing and tracking student outcomes with official student releases of information. Additionally, in collaboration with the Eastern Area Workforce Development Board, we have continued to offer an

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Entrepreneurial Skills Training Program for students enrolled in Adult Education and the WIOA youth program (Ages 16-24), and plan to launch a fall 2025 cohort.

Informal Partnerships:

- **TRIO Grant Programs** – A TRIO Advisor attends our English and Spanish orientation to assist first-generation students from low-income families, as well as students with disability. This has helped to increase the graduation and enrollment as well as retention of ENMU-Roswell. Every adult education student who has completed his/her high school equivalency credential and is interested in enrolling in post-secondary education is referred to TRIO to begin their Financial Aid application process.
- **Portales Chamber of Commerce** - ESL and High School Equivalency classes covering key subjects such as math, reading, language arts, science, and social studies are offered at this location three days per week. These classes are offered both in person and virtually. Also, the instructor offers one-on-one tutoring as needed.
- **Literacy Coalition of the Permian Basin** - Their goal is to improve literacy levels and skills of individuals so they can improve their quality of life. We have continued our membership with the Literacy Coalition of the Permian Basin, taking advantage of any sub-grant opportunities and support.
- **Court Appointed Advocates CASA** -Focuses on strengthening children and families through a variety of supportive programs, while Adult Education provides instruction to students ages 16 and older. Many learners are co-enrolled between agencies, allowing for coordinated tracking of progress toward high school equivalency completion and streamlined referrals. Collaboration with CYFD and the Juvenile Community Corrections Panel has remained consistent, with regular meetings held to develop individualized plans that address the unique educational challenges faced by youth.
- **Grace Community Church**- We continue to offer ESL and HSE classes at this site one day out of the week, with a morning and afternoon session. Childcare is also provided for parents who need to attend class.
- **Roosevelt County Detention Center** - HSE classes continue in a virtual capacity for justice-involved individuals.
- **Juvenile Community Corrections Panel** – The ENMU-Roswell AE Director sits on this panel to assist juveniles who get in trouble with rehabilitation, as well as to provide family support and opportunities through education. The individuals on this panel address the underlying needs and promote positive social behavior to prevent future delinquency. The board meets once a month.
- **Assurance Home** - The assurance home is making a difference with at-risk adolescent children (boys and girls) who need caring support and a safe place to live. Our partnership with Assurance Home involved referring students who needed immediate housing and educational support.

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

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

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Last year, our program set three professional learning priorities and achieved measurable progress in each:

- **Instructional Improvement:** Staff attended NMAEA and MPAEA Conferences, COABE, Teachers Institutes, Google Trainings, and IET Institutes. These opportunities strengthened instructional practices and supported alignment with the needs of the workforce and community.
- **Communication:** We successfully reconstructed our program's webpage in collaboration with the ENMU-Roswell Webmaster. The updated site now provides accurate, engaging, and accessible content that improves visibility for students and partners.
- **Performance and Data Culture:** We shifted toward a stronger data culture by providing internal PD, attending monthly data trainings, and aligning with our three-year strategic plan and grant objectives. A highlight of this effort was strengthening WIOA partnerships through the MyHub referral system with Workforce Connections, allowing us to track student referrals and progress across agencies.

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

The most impactful professional development experiences this year were the IET Institute and Continuous Program Improvement training. Our Director, IET Instructor, and Data Tech gained valuable insights into building career pathways, collaborating with employers to meet workforce needs, and delivering contextualized instruction that integrates basic skills, workforce preparation, and occupational training to help adult learners earn credentials for in-demand jobs. Staff also engaged in hands-on program data evaluations, comparing our results with other Adult Education programs, sharing best practices, setting measurable goals, and implementing meaningful changes within our program. In addition, targeted professional development opportunities, such as Color Vowel Training, Teachers' Institute, Google Intensives, Data Meetings, and Tech Tuesdays, strengthened instructional strategies and fostered more effective learning environments. These sessions boosted staff confidence in using digital tools and managing classrooms. To complement external training, our department also developed internal training tailored to our own systems and processes, including custom spreadsheets for tracking student progress, attendance, staff time and effort forms, appointments, and orientations. Together, these efforts improved both instructional quality and operational efficiency by ensuring that data is captured more accurately and in real-time.

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

The Professional Learning (PL) plan significantly strengthened our program by enhancing teacher–student interaction and improving staff proficiency with both classroom technology and instructional strategies. Many instructors now incorporate digital components into their classes, ensuring that students can continue learning even when unable to attend in person. This growing confidence in technology use has fostered a culture of adaptability, positioning staff to embrace emerging practices that support stronger student outcomes and more accurate data collection. Notably, we saw measurable improvements in Measurable Skill Gains (MSGs), Educational Functioning Level (EFL) gains, and overall enrollment. These successes are attribute to shifts in our data culture and instructional practices.

The greatest challenge we faced was coordinating professional development opportunities for our large instructional team of 26, each with unique schedules, responsibilities, and skill levels. With most instructors teaching Monday through Thursday, aligning training availability within schedule constraints proved difficult. To address this, we prioritized flexible opportunities such as virtual webinars and worked with instructors individually to ensure access, even when sessions fell outside their teaching schedules. Despite these challenges, we

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maximized participation and ensured that staff continued to receive meaningful professional development that supports both instructional quality and program outcomes.

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

Our program was largely successful in implementing the NMHED-AE Professional Learning Policy during 2024–2025. We achieved both quantitative and qualitative outcomes, including increased enrollment, stronger completion rates in career pathways and literacy programs, and improved instructional practices. Specifically, we fully implemented Instruction 5.5.1 by meeting all outlined goals, which included staff participation in NMAEA and MPAEA conferences, COABE, Teacher’s Institutes, Google Trainings, and IET Institutes. We also addressed the second priority of the policy, communication, by revamping our program webpage to ensure it reflects accurate, current information about program practices and enrollment opportunities for students. Additionally, we frequently use the LACES messaging system as a means of improving frequency of important communications to both staff and students.

Looking forward, additional support would be valuable in the area of organizational development for administrative staff. Priority topics include conflict management, recognizing and responding to burnout, enforcing healthy work-life boundaries, customer service, time management, avoiding micromanagement, addressing retention risks, fostering inclusivity, and navigating cultural and generational differences. As the educational and workforce landscape continues to evolve, building capacity in these areas will help ensure our program remains resilient, adaptable, and well-positioned to meet the needs of both staff and students.

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Section II. Core Indicators of Performance 2024-2025

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

Number of NRS participants in PY 2024-2025 (Table 4, last row of column B)	743
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	201
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	49%

Performance Measure	PY 2024-2025 Negotiated Level of Performance	PY 2024-2025 State Goals	Program Performance 2023-2024	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	50.63%	57.35%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	16.67%	19.64%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	42.44%	42.09%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	45.11%	46.53%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$4,029	\$4,746

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Section III. Evaluation of Program Effectiveness

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

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

Our program has consistently maintained strong retention outcomes, surpassing the state benchmark. In PY 23–24, our retention rate was 78.05%, and in PY 24–25 it rose slightly to 78.7%, exceeding the state goal of 70% for PY 24. We attribute this success to a well-structured orientation and support process that emphasizes both readiness and connection.

We have developed an extended orientation model totaling eight hours, followed by individualized one-on-one evaluations to determine each student's next steps. This ensures that learners begin their journey with clear expectations and a personalized plan. Upon completing orientation, students are only four hours away from qualifying as NRS participants. For those demonstrating readiness, official practice testing is administered immediately, further accelerating their path to eligibility.

Additionally, all students are offered enrollment in Essential Education, with a minimum requirement of four hours per week. Within the first week of enrollment, evaluations are conducted to confirm that students are prepared for their scheduled classes the following week. This proactive approach, implemented in the previous fiscal year and maintained with consistency, has been central to stabilizing our retention rate.

We also credit our high retention to intentional advising and consistent follow-up. By reaching out early, monitoring progress, and offering guidance, we keep students engaged and supported. Furthermore, our open-enrollment policy provides the flexibility needed for adult learners balancing jobs, childcare, and other responsibilities. This flexibility, paired with strong advising and a straightforward orientation process, helps students feel connected to our services and confident in their ability to succeed.

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

Although significant effort was dedicated to achieving the 60% post-testing target, our program concluded FY 2024–2025 with a rate of **49%**. In response, we have already implemented several programmatic changes to address this gap and strengthen post-testing practices moving forward.

Key improvements include:

- **Leadership & Accountability:** Our program's administrative staff continues to motivate instructors to assist in closely monitoring data, emphasizing the link between performance, funding, and classroom expectations. Teachers now integrate assessment strategies and feedback into instruction, helping learners self-evaluate and set future goals.
- **Proactive Tracking:** A bi-weekly export of eligible student lists is now created to monitor instructional hours and identify post-test eligibility earlier. Eligible students are flagged on digital timesheets and daily rosters,

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giving instructors quick reference points. Students who arrive at class but are due for a post-test are directed to the AE testing lab to complete requirements before returning to class.

- **Incentives & Recognition:** Efforts to provide Incentives such as small prizes and public recognition will remain a priority for the next program year.
- **Targeted Scheduling:** For New Mexico Youth Challenge classes, cadets are now scheduled to post-test earlier in their instructional cycle, preventing students from leaving the program with significant hours but no post-test. In addition, post-test dates are integrated into instructor curricula, with department-wide “Post-Testing Weeks” designated each semester.
- **Enhanced Communication:** Phone calls, text messages, and LACES notifications are being used more consistently to communicate eligibility and underscore the importance of completing post-tests.
- **Data-Driven Culture:** A program-wide shift toward a stronger data culture is underway, emphasizing student progress, completion, and accountability. Staff and instructors receive ongoing training to reinforce the importance of post-testing every eligible student. This effort will continue during the 2025-2026 program year. The CPI institutes have helped in encouraging a more data-driven mindset for our program.

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

- **Measurable Skill Gain:** Our program concluded PY 24–25 with a Measurable Skill Gain rate of 57.35%, exceeding the negotiated performance level of 40% by 17.35 percentage points. This achievement reflects not only the effectiveness of our instructional model but also the intentional strategies we have embedded to support student progress.

Several factors contributed to this outcome. First, our high rate of High School Equivalency (HSE) attainment provided a significant boost, as many students achieved an MSG through credential completion. Second, the implementation of MSG 1D created an additional pathway for students to demonstrate progress, allowing us to capture gains more accurately. Third, our Integrated Education and Training (IET) programs proved particularly impactful; every student enrolled in IET successfully obtained an MSG, underscoring the strength of contextualized instruction aligned with workforce skills. Finally, our partnership with the New Mexico Youth Challenge was a key contributor, as the majority of cadets complete the program with an MSG by the end of their cycle.

Overall, our program not only met but significantly exceeded the negotiated performance level for MSG. This success illustrates the effectiveness of our targeted interventions, strong partnerships, and career pathway integration in ensuring measurable progress for adult learners.

- **Credential Attainment Rate:** In PY 24–25, our program’s credential attainment rate fell short of the negotiated target of 31%, closing at 19.64%, a gap of 11.36 percentage points. This shortfall is largely the result of challenges in obtaining accurate follow-up data after students exit the program, as many no longer respond to outreach efforts or have changed contact information. While this underreporting limits our ability to capture the full scope of student success, it reflects a broader challenge faced by adult education programs nationwide. For context, 54.9% of working-age adults nationally now hold a postsecondary credential, while New Mexico’s rate is 50.4%, with a goal of reaching 66% by 2030 (Lumina Foundation, 2023). These figures highlight the urgency of increasing attainment for adult learners. To address this, we have strengthened partnerships with the TRIO department to better support students transitioning to postsecondary education and begun hosting presentations from faculty in the School of Technical Education to raise awareness of certificate and degree pathways. Moving forward, we are committed to improving our follow-up systems to more effectively capture post-exit outcomes, while continuing to expand partnerships and student supports that increase both actual credential attainment and our reported performance.

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- **Employment Second Quarter After Exit:** Our program met and slightly exceeded the negotiated goal for employment in the second quarter after exit. The target was 41%, and we achieved 42.09%. This improvement is largely the result of more intentional referrals to the New Mexico Workforce Connection Center (America's Job Center), where students access job search support and placement services.

Our Integrated Education and Training (IET) programs, including CNA and EMT, also played a key role, as students leave with both academic skills and industry-recognized credentials that support rapid employment. The New Mexico Youth Challenge contributed as well, with many cadets transitioning into jobs or military service soon after completion. Finally, our focus on wraparound supports such as childcare, transportation, and digital literacy has reduced barriers to employment and helped students connect education directly to career opportunities.

- **Employment Fourth Quarter After Exit:** In the fourth quarter after exit, our program exceeded the negotiated employment goal. With a target of 41%, we achieved 46.53%, demonstrating that participants not only secure employment but also sustain it well after program completion. This success is closely linked to the strength of our IET programs in areas such as Certified Nursing Assistant (CNA) and Emergency Medical Technician (EMT), which equip students with industry-recognized credentials that directly align with local workforce needs. Our partnership with America's Job Center further supports employment persistence by providing ongoing access to job search resources, training opportunities, and placement services. Additionally, consistent student advising and barrier-reduction supports, including childcare options, transportation assistance, and digital literacy resources, have helped learners remain stable, making it possible for them to maintain long-term employment beyond the initial transition period.
- **Median Earnings Second Quarter After Exit:** Our program exceeded the negotiated goal for median earnings in the second quarter after exit. The target was \$4,600, and we achieved \$4,747, surpassing the goal by \$147. This outcome reflects the effectiveness of aligning instruction and training with in-demand occupations in southeastern New Mexico, particularly in healthcare through pathways such as Certified Nursing Assistant (CNA) and Emergency Medical Technician (EMT). These industries continue to show strong local demand and competitive wages, giving our participants opportunities to enter employment that offers both stability and growth.

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

Our program fell short of the credential attainment goal of 31%, ending the year at 19%, and we recognize the need for targeted improvements in this area. A primary challenge continues to be obtaining post-exit follow-up data, as many students change contact information or do not respond after leaving the program. To address this, we are working to strengthen our intake process by collecting multiple contact methods and secondary references, while also improving outreach through reminders and advisor follow-up. At the instructional level, we plan to accelerate secondary credential attainment by encouraging students who are testing at or above the ninth-grade equivalent to take official HiSET practice exams earlier, supported by focused tutoring and bootcamps designed to reduce delays in testing. We are also expanding opportunities for co-enrollment in postsecondary training programs such as CNA and EMT, ensuring that these completions are captured in LACES. Finally, by continuing to leverage digital resources such as Chromebooks, hotspots, and lab access, and reinforcing staff training on LACES reporting requirements, we aim to better capture both secondary and postsecondary credentials. Together, these efforts are intended to strengthen our performance on Table 5 and help more students document their credential attainment in the coming year.

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

When comparing performance across PY 2023–2024 and PY 2024–2025, our program shows consistent upward progress in nearly every indicator. Measurable Skill Gain (MSG) increased from 50.63% to 57.35%, surpassing both the negotiated level of 40% and the state goal of 56%, which reflects the strength of our instructional model, IET pathways, and partnerships such as New Mexico Youth Challenge. Credential Attainment, while still below the negotiated goal of 31%, improved from 16.67% to 19.64%, showing gradual gains as we continue refining follow-up processes and accelerating secondary testing while students are still enrolled. Both Employment 2nd Quarter and 4th Quarter After Exit met and exceeded targets, with second-quarter employment rising from 42.44% to 42.09% and fourth-quarter employment increasing from 45.11% to 46.53%, indicating participants are not only obtaining jobs but sustaining them over time. Finally, Median Earnings in the 2nd Quarter After Exit increased from \$4,029 to \$4,746, surpassing the state and negotiated goals of \$4,600 and demonstrating that students are entering employment that provides a living wage. Taken together, these trends show strong program momentum in key areas, steady improvements in credential attainment, and measurable gains in employment and earnings outcomes that align with both workforce needs and state expectations.

Indicator	2023–2024	2024–2025	Negotiated Goal (24–25)	Trend	Notes
Measurable Skill Gain (MSG)	50.63%	57.35%	40%	Increased, exceeded goal	Surpassed state goal (56%) and negotiated level
Credential Attainment	16.67%	19.64%	31%	Improved but below target	Follow-up and data collection remain challenges
Employment, 2nd Quarter After Exit	42.44%	42.09%	41%	Stable, met goal	Slight dip, but still above target
Employment, 4th Quarter After Exit	45.11%	46.53%	41%	Increased, exceeded goal	Strong evidence of sustained employment
Median Earnings, 2nd Quarter After Exit	\$4,029	\$4,746	\$4,600	Increased, exceeded goal	Earnings rose by \$717 over last year

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

Our program actively leverages data to drive decision-making, strengthen instruction, and improve student outcomes. Data provides insight into learners' academic history, progress, and goals, enabling us to tailor services that are both high-quality and responsive to individual needs. Key strategies include:

- **Targeted Tracking for NMYCA Cadets:** A customized student tracking spreadsheet monitors pre- and post-test scores, Educational Functioning Level (EFL) gains, and HiSET completion. This tool offers a clear visual snapshot of each cycle's performance, supports early intervention for cadets at risk of falling behind, and allows comparisons across cycles to ensure alignment with completion benchmarks.
- **Instructional Improvement Through EFL Data:** Staff and instructors analyze EFL gains to evaluate instructional quality, set performance expectations, and identify areas where students need additional support.
- **Use of TABE Assessment Data:** Instructors are expected to use TABE reports to guide individualized student progress in core subject areas. Additional professional development has been provided to strengthen staff capacity to interpret and apply TABE data effectively.
- **Fast Track HSE Courses:** In response to student needs, the program piloted two accelerated High School Equivalency courses that deliver curriculum in a focused, deliberate format. Early outcomes are promising, with participating students successfully completing their exams.
- **Universal Design for Learning (UDL):** We continue to integrate UDL principles into curriculum development to create more accessible and inclusive learning environments, a practice that will remain a priority in the coming year.
- **Student-Centered Accommodations:** By reviewing students' prior IEPs and requesting appropriate in-class and testing accommodations, we ensure learners with unique needs have equitable access to instruction and assessment.

Future Strategies for Continuous Improvement (FY 2025–2026):

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Looking ahead to the 2025 program year, we will deepen our use of data to promote continuous improvement by:

- Expanding training on data literacy for instructors to ensure consistent use of assessment results in lesson planning and student support.
- Increasing emphasis on early post-testing to capture more measurable skill gains (MSG) and inform timely instructional adjustments.
- Further use of data dashboards to provide clearer, real-time insights into program performance for staff, instructors, and administrators.
- Refining fast-track HSE pilots with additional data collection to validate effectiveness and determine scalability across the program.
- We plan to scale the NMYCA tracking spreadsheet program-wide, giving instructors across all classes a streamlined tool for monitoring post-testing, MSG, and EFL progress in real time.
- We are developing a local program dashboard, modeled after the state's Adult Education dashboard, that will display class-level data on attendance, MSGs, and EFL gains. These visuals will help instructors and administrators quickly identify trends, strengths, and areas for improvement at both the class and program level.

Through these strategies, we aim to create a data culture that is transparent, proactive, and focused on continuous improvement, ensuring students receive the highest quality of instruction and support.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	944	\$12,179.31	\$21.25
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	944	\$2,448	\$4.27
Referrals to and coordination of activities with other programs and services.	Career Service	944	\$0.00	\$0.00
Provision of performance information and program cost information on eligible	Career Service	944	\$289.12	\$1.15

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providers of education, training, and workforce services by program and type of provider.				
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	944	\$438.85	\$0.76
Total:			*\$15,355.28	
Integrated Education and Training (IET) programs	Training Service	81	\$0.00	\$0.00

*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 program has implemented several strategies to strengthen collaboration with the Local Workforce Development Board and One Stop staff. A key activity is the co-location of services, with America's Job Center housed at the ENMU-Roswell campus. This arrangement streamlines access for job seekers, connects them directly to education and job training, and supports joint initiatives, including the Entrepreneurial Skills Training program, student recruitment, co-enrollment, and on-the-job office skills training for work experience participants. Additionally, we are collaborating with a newly hired youth advisor who attends both our English and Spanish orientations, ensuring participants are fully aware of the workforce resources available to them.

On February 27th, we participated in the One-Stop Team All Systems Training in Hobbs, NM, which brought together regional core partners, including Adult Education, Workforce, and DVR. This event strengthened collaboration across the Eastern region by fostering open dialogue, sharing labor market information, enhancing communication with businesses, and keeping stakeholders informed about Workforce Innovation and Opportunity Act (WIOA) initiatives.

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

Our activities reinforce the plan's goals of expanding educational access, removing barriers to employment, and preparing individuals for high-demand careers. This alignment is achieved through the Eastern Area Workforce Development Board's Local Plan by fostering strong strategic partnerships with Workforce Connection, TRIO, DVR, local chambers, and community organizations to ensure co-enrollment and wraparound support. Students begin with a comprehensive bilingual orientation that connects them to resources such as scholarships, childcare, and

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transportation, while career coaches guide WIOA co-enrollment. To meet employer needs, Integrated Education and Training (IET) pathways are offered, and Entrepreneurship prepares learners for industry-recognized credentials. Additionally, the program prioritizes serving English language learners and individuals with low literacy skills through multi-level ESL classes, tutoring, family literacy supports, and workplace-based instruction, ensuring both immediate workforce entry and long-term career advancement.

What's Working Well

- **Co-Enrollment Success:** Regular collaboration with Workforce Connection ensures adult learners are dually served through WIOA Title I and II, connecting them to training funds, job placement, and supportive services.
- **Community-Driven Access:** Hosting classes in community spaces (churches, daycare centers, detention centers, chambers of commerce) reduces transportation barriers and expands outreach to underserved populations.
- **Employer Engagement:** By aligning IET programs and entrepreneurship opportunities, employers are increasingly viewing AE as a pipeline for workforce readiness.

Biggest Challenges

- **Post-Testing & MSG Rates:** While MSG performance improved, ensuring consistent post-testing rates above 60% remains difficult.
- **Staffing & Capacity:** Expanding services to Artesia and maintaining multiple class formats requires more instructional staff and support personnel.
- **Transportation & Childcare:** Despite partnerships, these remain persistent barriers for many learners, particularly in rural areas.
- **Retention in Longer Pathways:** Students who must balance immediate employment needs with long-term educational goals sometimes exit early, limiting attainment of diplomas or credentials.
- **Digital Equity:** The C3PO grant partnership bridged the digital divide, providing hotspots, laptops, and digital literacy training in both English and Spanish, an essential support for rural learners. This grant has since ended. Many of our adult learners face digital access and literacy challenges, requiring reliable devices, such as laptops and internet hotspots, as well as technical support, to fully engage in remote and hybrid learning opportunities. These challenges often extend beyond equipment to include digital literacy skills, which are essential for navigating online classrooms, completing assignments, and developing workforce readiness.

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Section V. Career Pathways Activities

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

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

Career planning and advising are intentionally embedded throughout our Adult Education program to ensure students receive the support they need to set and achieve long-term goals.

- Onboarding & Assessments:** From the outset, students participate in self-assessments that help them identify personal and professional goals, future aspirations, and networking opportunities. Those interested in post-secondary pathways are also offered career interest inventories tailored to ENMU-Roswell’s academic and technical programs, aligning their interests with available training opportunities.
- Individualized Education Plans:** Each student works with evaluators to develop an education plan that includes their class schedule, assessment results, barriers to participation, and clear steps for program completion. This structured process provides a roadmap for both academic progress and career advancement.
- Partnerships with Workforce Services:** The America’s Job Center Youth Career Coach regularly attends English and Spanish orientations, offering career exploration guidance and helping address common barriers such as childcare and transportation. Collaboration between Adult Education staff and Workforce partners also ensures students have access to resume development, job readiness skills, and direct career advising.
- Integration into Curriculum:** Career planning is built into the High School Equivalency (HSE) curriculum and further reinforced through our Integrated Education and Training (IET) programs, which provide pathways to industry-recognized credentials and in-demand employment opportunities. Additionally, our New Mexico Youth Challenge cadets simultaneously take VoTech courses while attending HSE Adult Education Classes, allowing them to build academic and technical skills in tandem.
- Progress Monitoring & Continued Support:** Student milestones including HSE attainment, post-secondary enrollment, NRS level gains, credential achievement, and employment are regularly tracked to keep learners on course. Many students continue to seek career support from Adult Education even after exiting the program, which underscores the value of our partnerships with local businesses, workforce boards, and community organizations in extending services beyond the classroom.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide the number of IET students that your program served in PY 2024-2025 (Table 11, first row of column B).	81
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?	10.90%
4. Enter MSG rate of your IET participants.	100%
5. Discuss successes, challenges, and lessons learned from IET programming this year.	

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- **Successes:** This year, our IET programming achieved several key successes. Through pilot funding from HB 303, we were able to provide students with targeted financial support that helped remove barriers to completion. Students also benefited from access to essential equipment including laptops, stethoscopes, and supplemental learning materials which ensured they were better prepared to succeed in their programs. A major highlight was participating in the In-Person IET Institute, which deepened our understanding of the three required IET components, Adult Education and Literacy, Workforce Preparation, and Occupational Skills Training. This experience helped us refine program design by developing single sets of learning objectives for each IET, ensuring alignment and clarity. Additionally, progress was made in mastering reporting requirements within the LACES system, strengthening the accuracy and consistency of program data. These advancements, coupled with the dedication of ENMU-R instructors and staff and strong partnerships with the Eastern Area Workforce Development Board and workforce collaborators, allowed us to deliver instruction that was both rigorous and relevant while enhancing wraparound supports for students.
- **Challenges:** Despite these achievements, several challenges persisted. Resource constraints were a primary concern, particularly after the loss of a certified instructor in one IET program. Without an Assistant Director position, the administrative workload of running multiple programs stretched capacity. Recruitment and retention for the Entrepreneurial IET program remained difficult. While some students demonstrated strong commitment, others required additional motivation, and delays in stipend delivery created frustration. The program's 12–14-week structure posed further challenges as many students balanced academic demands with work and family responsibilities, often leading to early exit. Recruitment was also hindered by eligibility restrictions, as many interested individuals fell outside the 16–24 age range, limiting the pool of participants. In addition, coordination and alignment of off-site schedules created logistical hurdles that slowed instructional flow. Finally, securing the full buy-in of other adult programs in the region proved challenging, yet remains essential for building fully enrolled cohorts and ensuring that learners can take full advantage of IET opportunities.
- **Lessons Learned:** One of the most important lessons learned this year was the value of capturing every possible IET-specific Measurable Skill Gain (MSG). While post-testing rates were lower than desired, consistent tracking of IET-related outcomes significantly improved overall program performance. Moving forward, we will place stronger emphasis on early-year post-testing and ensure IET-specific gains are recorded in a timely manner, positioning the program for record-high MSG outcomes. We also recognize the need to expand IET offerings to better serve the region and to refine recruitment strategies, particularly for programs with demanding time commitments. By focusing on accurate reporting, intentional recruitment, improved scheduling, and continued staff support, we are well positioned to sustain and scale our IET successes in the year ahead.

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.**
 - **Orientation and Onboarding Process**

Our program's orientation and onboarding process is designed to be completed within a week, giving participants a strong start with clear expectations, access to resources, and individualized support.
 - **English Orientation**

The English-language track begins with a program overview, campus tour, and introductions to partners such as America's Job Center and TRIO. Students receive IDs and parking permits before beginning assessments. On the first day they complete the TABE Locator, followed on another day by the full TABE 13&14 in Reading, Math, and Language. To cover untested content areas, students are encouraged to schedule practice exams in science and social studies. This model reflects best practices from top-performing programs in the state.
 - **Spanish Orientation**

Spanish-language orientation includes the program overview and tour, followed by the TABE Locator and TABE CLAS-E (Reading, Listening, Writing, and Speaking) during the first session. All assessments are delivered digitally. To reduce barriers, we also offer orientations at select off-site locations.
 - **Student Evaluations**

After orientation, each student meets individually with staff to review TABE results, set academic goals, and develop an education plan. This ensures barriers are identified early and students are placed on the right path. Students who score well on initial assessments may attempt Official HiSET practice exams; if successful, staff assist with vouchers, HiSET account setup, and scheduling official tests. At this stage, students also receive targeted tutoring in test-taking strategies and last-minute review to maximize success.
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.**

Instructional Intensity and Frequency

Our program is structured to provide both the flexibility adult learners need and the instructional rigor necessary to ensure substantial learning gains. We offer a wide range of scheduling options, with classes available in the morning, midday, afternoon, and evening, allowing participants to choose times that fit with work and family responsibilities. Instruction is delivered through multiple formats, including face-to-face, hybrid, virtual live sessions, and self-paced learning opportunities.

To promote adequate intensity, our curriculum is fully aligned with College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS), ensuring that all instruction supports measurable progress. Instruction goes beyond core literacy and numeracy to integrate digital literacy and career skills, equipping students with competencies that are directly transferable to the workplace and postsecondary education. Our use of programs such as Essential Education and Burlington English, combined with instructor-created Google Classrooms, provides students with additional practice opportunities outside the classroom. Minimum instructional hours are set for online components, helping reinforce engagement and consistency.

Students also benefit from differentiated learning opportunities. Classes are designed to serve all levels, from beginning to advanced, and we supplement large group instruction with small group sessions and individualized tutoring. This layered approach ensures that learners receive targeted support at the level most appropriate for their progress.

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We recognize that intensity is not just about hours, but also about persistence. Our instructors actively encourage collaboration and peer support, creating a sense of community that motivates students to attend regularly and persist toward their goals. By pairing a flexible schedule with rigorous curriculum, diverse instructional methods, and a supportive environment, our program promotes the intensity and frequency needed to achieve meaningful, measurable 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.**

Our program supports student success with comprehensive wrap-around services that address both academic and non-academic barriers. All students receive digital literacy training through classroom integration and platforms such as Essential Education and Burlington English. We ensure technology equity by providing Chromebooks and Wi-Fi hotspots to those engaged in distance learning. A particularly strong partnership with the C3PO grant, which has since ended, enabled us to provide many laptops and hotspots to students, an investment that continues to bridge the digital divide in our rural service area. In addition, students have ongoing access to our Adult Education computer lab during all hours of operation, offering space for self-study or one-on-one support with a tutor.

We also strengthen career navigation by maintaining active partnerships with America's Job Center, connecting learners to career counseling, job search assistance, and training opportunities. Additional wrap-around supports include childcare assistance, transportation help, and referrals to campus resources such as the ENMU-Roswell Food Pantry. Consistent advising and our flexible open-enrollment policy help students balance education with work and family responsibilities. These combined supports have produced strong results, reflected in our 57.35% Measurable Skill Gain rate, which exceeded the state target by over 17 points, and 176 High School Equivalency graduates in FY 2024–25, demonstrating the impact of pairing academic rigor with robust student supports.

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

Our program aligns all instruction with the College and Career Readiness Standards (CCRS) and English Language Proficiency Standards (ELPS) to ensure rigor, consistency, and relevance across classes. CCRS benchmarks are embedded into high school equivalency (HSE) and Integrated Education and Training (IET) instruction, while ELPS guides English as a Second Language (ESL) coursework to build listening, speaking, reading, and writing skills alongside digital and workforce readiness. Core resources such as Essential Education, Burlington English, and official HiSET practice materials are used alongside Google Classrooms, with TABE 13&14 and TABE CLAS-E assessments providing CCRS/ELPS-aligned diagnostics to individualize learning. Using programs like Burlington English and Essential Education, which are already aligned with these standards, ensures our curriculum remains consistent and high-quality.

- 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 program director, I lean on both Transformational Leadership and Profound Leadership to guide the way we serve students and support staff. Transformational Leadership gives us the vision and energy to keep moving forward, while Profound Leadership reminds us to lead with intentionality, balance, and service. Together, they provide

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the flexibility we need in Adult Education, where every program whether it's high school equivalency, ESL, or IET requires a different kind of approach. At the heart of both styles is the idea that leading is about people, not just systems. Just as good teaching is centered on the learner, good leadership is centered on the people one leads.

In practice, this means we're always looking for ways to grow and improve. Most recently, we have brought in a cu professional development training for our team to strengthen how we connect with and serve students and each other. We also used a Start, Stop, Continue activity in a staff meeting to gather honest feedback about what's working, what needs to change, and where we should focus next. These simple but intentional practices help ensure our leadership stays connected to the people it's meant to serve.

I also see leadership and learning as interconnected, neither happens in isolation. Research by Scott, Chellman, and Hammes (2019) highlights how profound learning and profound leadership reinforce one another, and I see that play out daily in our program. The more we grow as leaders, the better we serve our learners, and the more they achieve, the stronger our leadership becomes. Combined with my very recent participation in the Roswell Leadership program, these practices keep our team focused, adaptable, and committed to continuous improvement for the benefit of our students, staff, and community.

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

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

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

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B).	129
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).	35.82%
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).	29.45%
• Achieved Citizenship Skills	0.77%
• Voted or Registered to Vote	0.00%
• Increased Involvement in Community Activity	28.68%
4. Input the number of IELCE students that participated in IET programs. (Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B)	1
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4.	0.77
6. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.	

At this time, our program does not operate an Integrated Education and Training (IET) pathway specifically designed for Integrated English Literacy and Civics Education (IELCE) students. However, we remain committed to meeting this requirement and recognize the opportunity to expand our offerings in this area. Currently, IELCE students have access to workforce readiness skills, digital literacy, and civics content embedded in their ESL classes, which supports their transition into career and training opportunities. Our program is actively reviewing models from other Adult Education programs across the state that have successfully implemented IELCE-specific IET programs and are exploring partnerships and curriculum designs that could be adapted to meet the needs of our student population. With IELCE students comprising 22.9% of our total enrollment (170 out of 743 students in PY 24–25), we recognize the potential impact of creating IET pathways tailored to this group.

- 7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.**

Our program is steadily moving toward the goal of helping IELCE participants find and keep unsubsidized jobs in industries that lead to real self-sufficiency. While we don't yet have an IELCE-specific IET pathway in place, we've made progress by weaving civics, digital literacy, and workforce preparation directly into our ESL classes. This gives students not only the language skills they need but also the practical tools to succeed in the workplace. Some IELCE students have also transitioned into our existing IET programs in healthcare, like CNA and EMT, which are in high demand locally and provide strong entry points into good careers.

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Looking at our data, IELCE students made up about 22.9% of our enrollment this year (170 out of 743), and their participation has helped us meet and even exceed employment outcomes. For example, we reached 42.09% employment in the 2nd quarter after exit and 46.53% in the 4th quarter, both above state targets. These results show that even without a dedicated IELCE pathway, our approach is connecting students with real opportunities.

Of course, we also see the challenges. It's not always easy to follow up with students once they leave, and building a dedicated IELCE IET track will take time and resources. What we've learned, though, is that early advising, clear career planning, and close partnerships with America's Job Center of New Mexico, TRIO, and local employers make a big difference. Our next step is to build on these lessons and explore IELCE-specific IET models from other programs in the state, with an eye toward industries like healthcare, early childhood education, and the skilled trade areas where our students can get a foot in the door and continue to grow.

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 continues to make progress toward the goal of ensuring that IELCE activities are fully connected to the local workforce development system. We work closely with America's Job Center of New Mexico (formerly Workforce Connection), where our students are referred for career navigation, job search assistance, resume building, and training opportunities. Through this partnership, IELCE participants gain direct access to the broader workforce system and the wrap-around supports that help them succeed in employment. We also maintain strong collaboration with TRIO, local employers, and community organizations, ensuring that students not only develop language and civics skills but also see clear pathways to jobs in in-demand industries such as healthcare and early childhood education.

From a performance standpoint, these connections have supported our program in meeting and exceeding employment measures. In PY 24–25, our employment rate in the 2nd quarter after exit was 42.09% (goal 41%), and in the 4th quarter after exit it rose to 46.53% (goal 41%), showing that students are entering the workforce and maintaining employment. One of our ongoing challenges is moving from strong partnerships in theory to fully integrated IELCE-specific IET programming in practice. While our workforce collaborations are solid, developing tailored pathways for English learners that truly reflect both student needs and employer demand requires time, resources, and sustained coordination. What we've learned is that building IELCE-specific IET opportunities cannot be approached with a one-size-fits-all model. We've learned that it takes time, trust, and persistence to create solutions that are both authentic for our students and meaningful for employers.

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.

While our program addresses many of the goals outlined in WIOA Section 243, we recognize that we have not yet implemented an approved IELCE-specific IET that is paired with an industry-recognized credential. In the past, a small number of IELCE students participated in our Entrepreneurial Skills Training course, which provided valuable exposure to workforce preparation and self-employment opportunities, but this did not fully meet the requirements of an IELCE IET model at that time. It has since been certified as an approved IET program with SSLO's. That said, our current ESL and civics curriculum already incorporates key elements of Section 243, including preparation for unsubsidized employment, workplace literacy, digital literacy, and workforce training skills.

Moving forward, we see significant opportunity to expand this work by developing an IELCE IET pathway that directly connects English learners to in-demand industries in our region and ensures access to industry-recognized credentials. With additional technical assistance and professional development in IELCE-specific program design, we can continue to

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strengthen this effort. Ongoing participation in CPI Institutes and IET Institutes would be particularly valuable, and expanding opportunities for more staff to attend these trainings would further build our program’s capacity.

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

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

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

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).

10
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G).

70%
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow students to continue receiving services upon release.

Program Goals and Activities

The ENMU-Roswell Adult Education program provides incarcerated individuals with literacy, numeracy, digital skills, and High School Equivalency (HSE) preparation. Instruction is guided by TABE assessments and adapted to individual needs. Our immediate goal is to expand services in the Roosevelt County Detention Center by assisting a greater number of inmates and to launch instruction in the Chaves County Detention Center, offering face-to-face classes in both facilities. While virtual instruction has been valuable, we believe in-person delivery will better engage students and improve outcomes even further.

Transition Activities

We continue to provide inmates with transition information on where to access community resources and their nearest Adult Education program upon release. Moving forward, we plan to collaborate more closely with detention facilities to understand better the information and support already provided, which will help us bridge any gaps and strengthen the continuity of services. These efforts are designed to reduce recidivism and ensure that students reenter their communities with stronger educational foundations and clearer pathways to employment and stability.

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.
-

Challenges and Technical Assistance Needs

While our corrections education efforts have made steady progress, several challenges remain. Staffing capacity is an issue. As we scale face-to-face instruction in Roosevelt County and launch services in Chaves County, we anticipate the need for more instructors specifically trained in corrections education. Recruitment and retention of qualified staff have been a challenge across the program, and it is amplified in a secure facility setting.

Another area of need involves assessment and reporting. Staff would benefit from technical assistance on best practices for administering and tracking TABE and post-testing in correctional environments, where scheduling and access are

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often restricted. Ensuring we capture every possible Measurable Skill Gain (MSG) is critical, but low post-testing rates remain a concern. Learning how other programs successfully manage assessment logistics in detention centers would be particularly valuable.

N/A

IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$15,355.28
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. \$662.53
3. Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
	<u>\$18.00</u>	<u>\$10,323.00</u>
4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
	<u>\$33.00</u>	<u>\$14,763.76</u>
5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
	<u>N/A</u>	<u>N/A</u>
6. Please indicate total fair market value of donated supplies and materials. (e.g., books). N/A
7. Please indicate total fair market value of donated equipment. N/A
8. Please indicate total fair market value of donated IT infrastructure and support. \$15,000.00

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
Approximately 10,000	\$22 (Via Google Search for Roswell Area)	\$220,000.00

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
Altrusa Club of Roswell	\$1,000
Literacy Coalition of the Permian Basin	\$5,000

B. Program Income Activities

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

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
N/A	N/A

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Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years”. WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, **we ask you to calculate these costs only for Program Year 2024-2025.**

Please do your best to calculate these expenditures faithfully; we appreciate your efforts and understand that it is challenging. Please take note of the following additional guidance, and let us know if you have any questions.

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) **all or nearly all** the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don’t necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person’s hourly rate and calculating how much time this person spent on such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:
 - You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you **do not need to report them in Section IV.**
 - **Do not include any administrative costs in your report.** Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
 - Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
 - If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>. The section on Career and Training services starts on page 40 of this PDF.

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Please email Amber.Gallup@hed.nm.gov if you have any questions about career and training services as you prepare this report.

Please email Katya.Backhaus@hed.nm.gov if you have any questions regarding data and performance.