

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

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Workforce Region(s) Served:	Eastern Area	
New Mexico Counties Served:	Lincoln and Otero	
Submission Date:	09/08/2025	
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Signature of the Chief Executive Officer or Designee

Date

Ryan Trosper President

Typed Name and Title

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Section I. Program Narrative Report

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

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

Our Adult Education program at ENMU-Ruidoso helps adults 16 and older who are not enrolled in high school build the skills they need for the next step. We serve learners across Lincoln and Otero County, including English learners, working adults, parents returning to school, dislocated workers, veterans, and community members from Mescalero Apache and other rural communities. Classes run mornings, afternoons, evenings, and online so students can fit school around work and family.

Under WIOA Title II and the AEFLA allowable activities, we offer adult basic and secondary education that leads to GED or HiSET, English language acquisition, workforce preparation, and integrated education and training tied to short industry certificates in fields like health care, hospitality, construction, and early childhood education. Students also receive transition advising, tutoring, digital literacy instruction, college and career navigation, and help with co enrollment through our one stop partners. We use approved assessments to place learners by NRS level and track progress.

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.

Staffing continues to be a challenge for our program. At present, we have two full-time instructors: one dedicated to HSE preparation and the other to IET. In addition, we have a half-time HSE Social Studies instructor, an HSE Math coach, and an ESL instructor. While this structure provides coverage across core areas, it does not fully meet the instructional demand, particularly in math and science.

To address this gap, we launched a pilot this summer utilizing college tutors in the Student Achievement Hub as a resource for HSE students. Through this partnership, HSE students gained access to tutoring support in Math, Science, and Writing. Early results have been positive, with students attending sessions regularly and reporting that the additional support is helping them stay on track with coursework. This has helped offset the shortage of instructional staff while giving our HSE students access to the same academic resources available to college-level learners.

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?

Our program currently offers in-person classes, as students consistently express a preference for the structure and support of face-to-face instruction. To strengthen learning, we utilize Burlington English as a supplemental

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resource, giving students the opportunity to practice skills outside of class and build digital literacy in a guided way.

At this time, we are not utilizing hybrid instruction. However, we are preparing to launch a pilot HyFlex program in Spring 2025 through a separate grant. HyFlex classrooms are being installed in all Lincoln County Schools, as well as in Mescalero and Cloudcroft. These classrooms will allow students in those communities to attend class in real time, eliminating the barrier of long travel.

We are also collaborating with the college to create a peer mentoring program for parents, designed to provide a more family-oriented environment and give students the option of bringing their children with them to class. Through our Foundation and Learning Commons, we continue to address digital equity by providing hotspots and computers for checkout, ensuring students have the tools they need to access distance learning and build practical digital skills.

For the 2025–2026 program year, we plan to move forward with the HyFlex pilot, expand mentoring, and continue embedding digital resources and literacy into instruction.

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.
- **Eastern New Mexico University–Ruidoso (ENMU–Ruidoso) – Formal**
Our program is housed within ENMU–Ruidoso and benefits from shared facilities, technology, and student support services. Through the Learning Commons and Student Achievement Hub, adult education students have access to tutoring, academic coaching, counseling, and digital resources such as laptop and hotspot checkout.
- **Lincoln County School Districts (Ruidoso, Capitan, Hondo, and Carrizozo) – Formal**
Agreements with area districts provide classroom space, student referrals, and transition support. These ensure adult education services are available locally and strengthen pathways to postsecondary and workforce training.
- **Mescalero Apache School and Community – Formal**
Partnership to deliver adult education services on the Mescalero Apache Reservation, including HSE preparation, English language learning, and coordination with tribal education staff.
- **Cloudcroft Municipal Schools – Formal**
Collaboration to expand access through HyFlex classroom installation and shared space, beginning with the 2025 pilot project.
- **America's Job Center of New Mexico (Workforce Connection of Lincoln and Otero Counties) – Formal**
Provides co-enrollment opportunities, workforce preparation, and wraparound employment services such as career counseling and job placement.
- **Lincoln County Medical Center – Informal**
Provides input and support for healthcare training programs and collaborates on workforce alignment.
- **ENMU–Ruidoso Foundation – Formal**
Provides financial assistance for students impacted by the summer floods and ongoing food support for classrooms.
- **Rotary Club of Ruidoso and Local Chambers of Commerce – Informal**
Provide outreach and community connections, helping to promote adult education services and support retention efforts.

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- **NASANTI Grant (U.S. Department of Education) – Formal**
Provides targeted support for Native American-serving institutions. This grant expands access to adult education and workforce pathways for tribal communities.
 - **New Mexico Educational Foundation – Formal**
Grant support for installation of HyFlex classrooms across Lincoln County, Mescalero, and Cloudcroft to expand access to real-time instruction.
 - **Metallica Scholars Foundation – Formal**
Provides funding for tuition support for IET students, helping expand workforce training opportunities in high-demand career pathways.
5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2024-2025:
- a. What were your PL priorities in 2024-2025 and generally speaking, how did you address them?

Our professional learning priorities focused on strengthening instructional quality, supporting high school equivalency (HSE) attainment, improving student persistence and measurable skill gains (MSGs), and creating more structured classes and orientations. After the State AE site visit in December 2023, we pivoted our program by implementing scheduled class times, a more organized orientation process, and intentional meetings with parents of under-18 students to build support and clarify expectations.

- b. What were the most impactful PL experiences in which you and your staff participated, and why?

The most impactful experiences were Propel sessions and State AE Trainings on assessment, data use, and instructional strategies. These gave staff practical tools for supporting HSE attainment and encouraging student persistence, while also reinforcing the importance of trauma-informed and student-centered practices.

- c. How did they change your program's practice or outcomes, if at all?

As a result, our program improved lesson design, class consistency, and overall engagement, leading to clearer expectations and better student follow-through.

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

Our main successes were stronger program alignment after the site visit, a more structured class schedule, organized orientation sessions, and increased parent involvement for under-18 students. These changes created greater accountability and consistency across the program. Our main challenge continues to be measurable skill gains, as many students enroll primarily to improve language skills rather than pursue HSE, and many work in low-wage jobs with limited chances for wage gains, which makes it difficult to demonstrate progress on federal indicators despite their personal growth.

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

Yes, our program was able to implement the Professional Learning Policy. Staff engaged fully in Propel and State AE Trainings, and we used the feedback from the December 2023 site visit to strengthen both instruction and program

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structure. Going forward, we would benefit from continued Propel and State AE professional learning opportunities, director-level training to strengthen program leadership, and technical assistance on connecting professional learning activities directly to student outcomes such as HSE attainment and MSGs.

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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)	91
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	1
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	3
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	91

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%	0%	91%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	50%	0%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	30%	26%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	13%	42%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$5472	\$3790

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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 retention rates have improved compared to PY 2023–2024 due to several structural changes in our program. We redesigned our class schedule to offer more flexibility, with classes running Monday through Thursday at multiple times (10–12 am, 2–4 pm, and 5–7 pm). Each day focuses on a different subject, allowing students more options to attend without missing instruction. This structure has helped accommodate students' work, family, and transportation needs, reducing barriers to consistent attendance. We also implemented a food program that provides food for students. Many of our participants experience food insecurity, and we believe this resource has contributed to higher retention by supporting student well-being and making the classroom environment more welcoming. These changes have positively impacted on our participants, contributing to stronger retention trends compared to the previous year.

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

Our post-testing rates are currently below the required 60%, and we recognize that this is an area we need to improve. One of the main barriers has been the TABE test itself because many of our students feel intimidated by testing, and the length of the test can cause fatigue and discouragement. Because our focus has been on helping students earn their GED, post-testing sometimes gets pushed aside. For the upcoming year, we plan to make post-testing a more regular part of the process by testing students before they complete their GED. To address testing fatigue, we will break the test into smaller sections when possible and explore alternative placement options that meet policy guidelines. We believe these changes will help reduce student anxiety and improve our overall post-testing rates.

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

This year, our program performed much stronger in relation to the negotiated levels of performance and state goals. With guidance and support from the state, we implemented several key changes that directly impacted our outcomes. We expanded our staff by hiring additional instructors as well as a program coordinator, which allowed us to provide more consistent support and attention to students. To stay on track, we now hold weekly Adult Education team meetings to review data, discuss challenges, and adjust quickly. In addition, we meet regularly with ENMU–Ruidoso staff to share updates and collaborate on strategies that benefit our students. Faculty from ENMU–Ruidoso have also stepped in to provide tutoring when our staff is unavailable, ensuring students continue receiving the support they need. These changes have helped us meet or come closer to meeting our negotiated performance indicators. The added staffing and collaboration have created more stability and accountability in our program, which we believe is the main reason for our improved results.

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

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Our program recognizes the need to improve in two main areas: post-testing and student follow-up for employment and post-secondary outcomes. As mentioned earlier, we plan to strengthen our post-testing efforts by testing students before they complete their GED, breaking the test into smaller sections to reduce fatigue, and exploring alternative placement options. To improve tracking, we plan to hire a work-study student whose role will be dedicated to follow-up. A key challenge in the past has been reaching out to students who primarily speak Spanish, as we have not had someone consistently available to make those calls. Having a bilingual staff member focused on this will help us gather more accurate data, strengthen our ability to measure outcomes, and ultimately improve our EFL gains now and moving forward.

5. Consider your performance data from the last and previous program years. Discuss overall trends. In previous years, our program struggled to identify strong trends in performance data due to inconsistent outcomes, but this year marks a turning point for our program.

]We achieved 91% in MSGs and celebrated more graduates than ever before, showing clear progress toward meeting state goals. While our data in the past has not reflected steady growth, the improvements we have made this year give us confidence that we are moving in the right direction. Our goal is to build on this momentum and establish consistent upward trends in performance across all indicators in the years ahead.

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 uses data on a regular basis to improve the quality and effectiveness of our services. Each week, our Adult Education team meets to review data, including attendance patterns. When we notice students who have missed two or more classes, we connect them with instructors to make up class time or arrange tutoring. These meetings also give us the chance to identify other supports students may need, such as mental health resources or maybe job assistance. We believe this process not only supports retention but also helps us build stronger relationships with our students, since they see that we are paying attention and responding to their needs. We also use data to ensure accuracy and compliance. After each testing session, we confirm that student tests have been uploaded correctly and that instructional hours are recorded properly. Every six months, we review records and exit students who meet the criteria, keeping our data up to date. Looking ahead, we plan to continue using weekly data reviews to guide decision-making and will strengthen our follow up with students who are at risk of falling behind. We also aim to build a more systematic process for tracking student progress toward goals, so we can respond more quickly with the right support and promote continuous improvement across the program.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	91	\$8336	\$92
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	91	\$8336	\$92
Referrals to and coordination of activities with other programs and services.	Career Service	91	\$8336	\$92
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	91	\$8336	\$92
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	91	\$8336	\$92
Total:			*	
Integrated Education and Training (IET) programs	Training Service	77	\$5558	\$72

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

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

In the past, our partnership with the local workforce center has faced challenges. While we consistently refer students, we have not seen strong follow-through or outcomes from those referrals. Recently, however, we have begun building a stronger relationship through the WIOA youth program. The new staff member leading that program has been helpful in connecting with our team and ensuring that our students are aware of the services available to them. Our work with the WIOA adult program has been more difficult, as many of our students do not meet their eligibility criteria and staff availability has been limited. Moving forward, we plan to continue working on strengthening this partnership by maintaining regular communication and seeking opportunities for joint activities that better align with the needs of our students. Our goal is to see more of our students able to access and benefit from these

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

In 2024–2025, our program worked to align our adult education and literacy activities with the goals outlined in our Local Area Plan by focusing on preparing students for employment, post-secondary education, and career pathways. We emphasize skills like GED completion, workplace readiness, and basic digital literacy, which support the workforce priorities identified in our region's plan. Referring students to the local workforce center and WIOA programs is also part of this alignment, helping connect learners to career services and training opportunities.

What's working well is that our students are gaining foundational skills that make them more competitive for jobs and training programs. Our collaboration with the WIOA youth program has improved awareness of available workforce services and helped students explore options for employment or further education. The biggest challenges continue to be limited engagement with the WIOA adult program, as many of our students do not meet their eligibility criteria, and overall follow-through on referrals can be inconsistent. We are working to strengthen these connections by maintaining communication with the workforce staff and ensuring students understand the benefits and requirements of available programs.

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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 a major part of our Adult Education program. Because we are housed within ENMU-Ruidoso, our program coordinator, ESL instructor, and data tech all serve as college advisors. This structure makes it easy for students to transition into college-level courses when they are ready. We ensure that career planning is introduced early by having the program coordinator present at every orientation, along with the WIOA youth program staff, so students are aware of both educational and workforce opportunities. This helps students understand their options and the support available to pursue further education or career pathways.

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).

77
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

85%
4. Enter MSG rate of your IET participants.

100%
5. Discuss successes, challenges, and lessons learned from IET programming this year.

This was our first year implementing IET programming, beginning with the ECED Bootcamp where students earn licensure to work in childcare settings and the program was very successful. We found this to be a strong fit for our students, and we anticipate running 70 to 80 students through it each semester moving forward. One of the challenges we faced was the fast-paced nature of the program. Students completed four college level courses in just eight weeks, which required significant academic support. Our IET coordinator worked with students to provide tutoring and guidance, and as a result, we were able to retain all participants. A lesson we learned is the importance of offering intensive support structures for students in accelerated programs. The IET training opportunities provided by the state have also been extremely helpful in preparing our team to implement and improve these programs. Looking ahead, we plan to expand our IET offerings to include phlebotomy, CNA, and construction trades, giving students more pathways to pursue training and employment.

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Section VI. Curriculum and Instruction

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

Our program operates on a 10-week course schedule, and the onboarding process begins the week before classes start with a 2–3-hour orientation session. During orientation, students complete the student packet and any required documentation, receive a tour of the campus, obtain their student IDs, and are given their class schedules. Orientation also introduces students to the support services available, such as tutoring, our food program, mental health services, career advising, and connections to workforce resources, so they know where to turn for help throughout the term. To support retention and ensure students are committed, we typically administer initial assessments after students have attended 8–10 hours of instruction. This usually occurs at the end of the first week or the beginning of the second week. By waiting until students demonstrate consistent attendance, we are able to focus testing efforts on students who are actively engaged and more likely to persist.

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

Our program is structured to provide both intensity and flexibility in scheduling to support substantial learning gains. Each instructional session is 2.5 hours in length, with classes offered in the late morning and again at 5:30 p.m. in the evening to ensure access for both traditional and working students. Over the course of a week, students receive instruction in all four HSE subject areas Reading/Language Arts, Math, Science, and Social Studies with one subject covered per day. ESL classes are offered twice weekly in the evenings, also in 2.5-hour sessions, to better accommodate students who work during the day. In addition to scheduled class time, students have access to tutoring Monday through Friday from 8:00 a.m. to 5:00 p.m. at the Student Achievement Hub. This combination of scheduled instruction and supplemental support provides students with consistent contact hours and multiple opportunities for reinforcement, creating an instructional model that promotes persistence, intensity, and 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 incorporates several wrap-around services to reduce barriers and promote student success. Through the Student Achievement Hub, students have access to academic tutoring, peer mentoring, counseling, and resource navigation. We also provide food in the classroom, supported by the ENMU–Ruidoso Foundation, to help meet basic needs and ensure students can focus on learning without the distraction of hunger.

We address mental and emotional well-being by connecting students to mental health counseling and support services, recognizing that stability outside of the classroom is critical to persistence and achievement. In addition, Burlington English is used as a supplemental digital resource, and technology skills are embedded across instruction to strengthen digital literacy.

To address digital equity, students may check out laptops and hotspots through the Learning Commons, ensuring reliable access to coursework and distance learning. Our partnership with the America's Job Center of New Mexico provides career navigation services, including job search assistance and alignment with workforce training opportunities.

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These combined supports in academics, food access, mental health, technology, and career navigation help reduce barriers and create a clear pathway for students to achieve their educational and workforce goals.

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

Our program aligns instruction to the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS) using the official GED curriculum for HSE preparation. This ensures that instruction in Reading/Language Arts, Math, Science, and Social Studies is directly tied to CCRS expectations and prepares students for high school equivalency success.

Instruction is further supported by hands-on learning experiences, such as science labs, and through our strong partnership with ENMU–Ruidoso to deliver Integrated Education and Training (IET). Students enrolled in IET participate in college-level Career and Technical Education (CTE) courses in areas such as Early Care and Education, Certified Nursing Assistant (CNA), Phlebotomy, and Construction Trades. These courses use the college's official CTE curriculum and provide industry-recognized training while embedding CCRS-aligned academic instruction. This approach allows students to gain both academic skills and workforce credentials simultaneously, making their learning highly relevant to career advancement.

For English Language Acquisition, we align to the English Language Proficiency Standards (ELPS) using the Ventures curriculum and Burlington English. Ventures provides structured, standards-based lessons that build reading, writing, listening, and speaking skills, while Burlington English offers additional practice and integrates digital literacy. Together, these resources support ESL students in progressing across proficiency levels while also strengthening technology skills.

Through the combined use of CCRS- and ELPS-aligned curricula, contextualized science and CTE experiences, and embedded career training opportunities, our program ensures instruction is standards-based, relevant, and connected to both postsecondary education and employment pathways.

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 training.

Our program is grounded in well-established theories that guide Adult Education practice. We use Knowles' Theory of Andragogy, which emphasizes that adult learners are self-directed, motivated by relevance, and bring valuable prior experiences. This shapes how we design lessons, connect instruction to career pathways, and provide flexible schedules that fit students' lives.

We also apply Transformative Learning Theory (Mezirow), which highlights the importance of reflection and real-world problem solving. This approach supports our use of science labs, contextualized instruction, and IET programs that help students apply academic learning in career settings.

Equally important is Situated Learning Theory and Communities of Practice (Lave & Wenger). Because our program is located on the ENMU–Ruidoso campus, students are part of the daily college experience.

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They use the same tutoring, counseling, and student services as degree-seeking peers and are not treated differently. This helps them build confidence as college students and supports smoother transitions into postsecondary programs.

We also draw from research on persistence and retention in Adult Education, which stresses the importance of wrap-around support and goal setting. This is reflected in our use of mentoring, counseling, tutoring, and barrier-removal services.

Together, these frameworks ensure our program is both research-based and responsive to student needs while reinforcing the integration of adult learners into the larger college community.

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).	3
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).	67%
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).	
• Achieved Citizenship Skills	0
• Voted or Registered to Vote	0
• Increased Involvement in Community Activity	0
4. Input the number of IELCE students that participated in IET programs. (Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B)	0
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4.	0
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.	

Our program has struggled with fully meeting the requirement to provide IELCE services due to a shortage of instructors. However, we are taking steps this year to improve. For example, students enrolled in the ECED Bootcamp IET who also need ESL support will begin utilizing IELCE resources. We believe this integration will not only provide students with the language assistance they need but also help us increase participation numbers in IELCE services. To better serve our ESL population, we have split the ESL courses between two instructors instead of relying on just one, which allows us to provide more consistent support. We plan to hire work-study students to assist ESL learners, giving them extra help inside and outside the classroom. We are also reaching out to local businesses and community partners to identify individuals who could benefit from IELCE programming and to explore collaborative opportunities. By combining IELCE with our IET activities, adding instructional capacity, and strengthening community connections, we expect to expand access and improve outcomes in this area.

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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 making steady progress toward the goal of preparing and placing IELCE participants into unsubsidized employment in in-demand industries. While this is still an area of growth for us, we have begun integrating IELCE support into our IET programs, starting with the ECED Bootcamp. This has been especially effective, as many of the participants in this pathway need ESL services alongside their technical training. By combining language support with career training, students are better prepared for employment in early childhood education, a field that is both in-demand and offers a pathway toward economic self-sufficiency. We are also expanding IET opportunities in phlebotomy, CNA, and construction trades, which will provide IELCE participants with multiple options to enter high-demand industries. Our challenges remain staffing and outreach. In the past, limited instructor capacity made it difficult to scale IELCE services, but with added instructional support and stronger community connections, we are seeing improvement. A key lesson learned is that students succeed when language instruction and workforce training are offered side by side, rather than separately. Moving forward, we expect this integrated approach to improve both performance outcomes and long-term retention in employment.

8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

Our program has been working to strengthen the connection between IELCE activities and the local workforce development system. We regularly refer students to the workforce center and invite WIOA staff, including the youth program representative, to participate in our orientations so that students are introduced early to available services. This has helped raise awareness of training and employment opportunities and allowed us to better align our IELCE participants with career pathways in high-demand industries.

One of our successes we believe will be building IELCE support into the ECED Bootcamp, where students gain both language and technical skills that directly prepare them for employment. As we expand into phlebotomy, CNA, and construction trades, we expect to strengthen those workforce connections even further.

Our challenges remain in fully integrating with the workforce system, particularly with the WIOA adult program, since many of our students do not meet eligibility requirements. We have learned that early and frequent communication with workforce partners helps build stronger alignment. Moving forward, we plan to continue strengthening these relationships and creating more joint opportunities for students to benefit from both IELCE services and workforce development programs.

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.

During PY 2024–2025, ENMU-Ruidoso implemented WIOA Section 243 activities but faced several challenges. We struggled with student measurable skill gains (MSGs) because many of our participants are focused on improving their English for daily life and work, rather than pursuing a high school equivalency. Students are often reluctant to complete post-assessments, and many are employed in low-wage jobs in our community where wage increases or promotions are unlikely. This reality makes it difficult to show progress on the federal indicators, even though students are achieving personal and community-based goals.

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We also found it difficult to fully integrate workforce training and civics education components with ESL instruction. Our staff would have benefited from more structured IET supports, such as sample curricula, model lesson plans, and braided scheduling examples. We identified a need for professional development for instructors to help them embed workforce and civics content confidently. In addition, if allowable, director-level training and support would strengthen our capacity to design, oversee, and sustain IELCE/IET programming in the future. Although ENMU-Ruidoso did not receive Section 243 funding for PY 2025–2026, technical assistance in these areas is still critical. It would allow us to maintain readiness, strengthen current IET pathways, improve MSG outcomes, and ensure we are fully prepared should additional IELCE funding become available again.

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

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

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

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

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IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

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.

3. Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
2250	18.00	40,500

5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total

6. Please indicate total fair market value of donated supplies and materials. (e.g., books).

7. Please indicate total fair market value of donated equipment.

\$21,000

8. Please indicate total fair market value of donated IT infrastructure and support.

\$6000

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
2855	\$15.00	\$42,825

Alternate option:

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 2024-2025.

Source	Amount
NM Capital Outlay	\$6000
New Mexico Educational Assistance Foundation	\$15,000

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount

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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.