



State of New Mexico Higher Education Department Adult Education Division

Program Annual Report Preparation Guidelines and Reporting Template

2024-2025

Please **email** reports in PDF form to:

adult.education@hed.nm.gov

**Reporting Deadline
September 8, 2025**

**(Please email your reports to adult.education@hed.nm.gov no later than
5:00 p.m. on the due date.)**

Annual Program Report 2024-2025

Please note: You **must** complete every section of this report template. If you do not fully complete any section listed below, the report will be returned to you for completion and resubmission. Failure to complete any section jeopardizes our ability to do time-sensitive reporting to state and federal oversight bodies.

Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (Curriculum and Instruction)
- ☐ Complete Section VII (IELCE- **Only Complete if Applicable**)
- ☐ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- **Only Complete if Applicable**)
- ☐ Complete Section IX (Fiscal Survey)

New Mexico Adult Education Local Program Annual Report 2024-2025

NMHED AE Division provides this template and guidelines for local programs to report 2024-2025 program year information. The annual reporting process helps the NMHED AE Division aggregate program information for reporting to the U.S. Department of Education and to state entities.

General Instructions:

Please read the following instructions carefully before beginning to write your report.

1. Please answer the **full** question that is asked. If a question has sub-questions or multiple questions in the item, answer each question. We ask questions in most cases because we must report this information to the federal government in the coming months. If you don't answer part of a question, then we can't fulfill our reporting obligations and will have to request that you immediately complete the form.
2. Do not skip any section. If you skip any section, we will return your report to you and ask you to complete it, get it signed again, and resubmit.
3. Type your report and use **single spacing** in your narrative responses.
4. While we require your answers to be complete, we ask that they also be concise. We are looking for information pertinent to the question, but we don't need sections cut and pasted from your application or other sources. Answering in a concise manner benefits you (not so much writing!) and benefits us (not so much reading!) We use these reports a lot throughout the year and need to be able to find the key information quickly.
5. You do not have to attach NRS tables.
6. You do not have to attach your MOU/IFA with your local workforce board.
7. As you write, please keep in mind that we post these reports publicly on the HED website.
8. Please meet the deadline of **September 8**. Shortly after that, we start our reporting to OCTAE and NRS.

**(Please remove these instructional pages when submitting your final report.
Your submitted report should begin with the signed cover page, below.)**

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Annual Program Report Cover Page

Program Name:	College and Career Readiness Institute	
Institution or Organization:	Luna Community College	
Address:	366 Luna Dr.	
City:	Las Vegas	
County:	San Miguel	
Zip:	87701	
Main Phone:	505.454.2564	
Website:	luna.edu/abe	
Social Media:		
Workforce Region(s) Served:	Northern	
New Mexico Counties Served:	San Miguel, Mora, Guadalupe, Colfax, and Harding	
Submission Date:	9/8/2025	
Program Director, Manager, or Coordinator Name and Title:	Kraig Bellows, Director of Adult Education, LCC	
Contact Information:	Phone(s):	505-454-2564
	Email:	kbellows@luna.edu
Alternate Contact Name and Title:		
Contact Information:	Phone(s):	
	:	
	Email:	


Signature of the Chief Executive Officer or Designee


Date

Dr. Carol Linder, President of Luna Community College
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.
 - a. The College and Career Readiness Institute (CCRI) is located in Las Vegas, New Mexico as an office of Luna Community College (LCC). Services offered at the CCRI are primarily instruction towards High School Equivalency testing and career readiness skills. We also offer support through our Integrated Education and Training (IET) and English as a Second Language (ESL programming). All four of these supportive and educational services are offered in-person, virtually, and asynchronously given the broad geographic spread of LCC's service area. The program serves students who are mostly located in rural, Northern New Mexico. The majority of our students come from Las Vegas and surrounding rural villages, however students are also served from Mora, Raton, Springer, and Santa Rosa. Client generated demographic data indicates that we primarily serve Hispanic students.
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.
 - a. Staff size has decreased from 10 to 8 this year. However, two of our non-exempt, hourly instructors have been reclassified as exempt, full-time luna instructors. This allows them benefits and increases their ability to spend their time working on instruction, as well as coaching and assessment. This trend began in the previous program year and we hope to eventually have most of our instructors classified in this way. One major challenge is the loss of our full-time IET Coordinator. The individual was terminated due to attendance behavioral concerns. This leaves those responsibilities to the director and the rest of the staff. We believe we can maintain the programming, but it is an evolving situation that we continue to monitor.

Programming continues to be similar to previous program years. Applied aviation classes continue with volunteers being brought in to deepen the experience for students. ELA classes became project based with community mapping projects taking place alongside the text *Always Running: Gang Days in LA* by Luis Rodriguez. Novel approaches to HSE curriculum will continue to be research and explored to reach our students.

Our target population continues to be students 16-24 years old in a low socioeconomic bracket. We still feel the impact of the COVID-19 pandemic with students coming to us after never really going back to school. Digital literacy is mixed with most of our students only being literate with their phones and social media applications. Coaching students on how to use computers in an educational and workforce focuses is of prime importance.

Programmatic goals include working on the digital literacy component, as well as professionalism for continued success in education and the workforce. We hope that with a focus on professionalism, that our post-testing and credential attainment rate will improve. When students

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know how to communicate in this way, they are more likely to respond to the professional communication coming out of the CCRI. We continue to refer students to services offered by Luna more broadly. In this, we hope that students will have the support needed to complete their HSE.

As a new director, I hope to continue the improvements that we have seen in the last few years and build on them. Both post-testing and credential attainment are of the upmost importance to me and I will be focusing on those metrics. I also hop to build a professional learning plan that is inclusive of and responsive to my staff needs. Finally, I want the CCRI to be a place that the community of Las Vegas and beyond feels they can come to for support. While it is fraught, I hope that my door can be open as much as possible to help both my program and Luna more broadly grow into an institution that is worthy of the rich history and culture of our region.

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?
 - a. After several years of continued educational interruption in Las Vegas (COVID-19, Hermit's Peak / Calf Canyon Fire, and subsequent flooding), we have fully matriculated into a hybrid model for our educational offerings. All classes besides the applied aviation course are available in a hybrid or fully synchronous online model. For students that are unable to attend class at all in person or synchronously online, New Readers Press workbooks or Essential Education online modules are offered on a case-by-case basis. Students who work diligently in this way are able to make progress with occasional in-person check-ins and TABE assessment are scheduled. Our ability to have a staff member in Raton and Springer have also allowed us to have these in-person meetings with students outside of Las Vegas more frequently.

Digital literacy skills and distance learning continue to be at the core of our efforts to reach more students. Google Classroom is utilized across all of our courses which allows students to gain digital skills that they can take with them once they exit our program. We offer Chromebook checkout on a case-by-case basis, but expect to lose some of them given the reality of where we live. Students are connected to outside organizations that help with purchasing of technology for school. For example, when a student can receive services from the Department of Vocational Rehab, laptops can be purchased to assist them with education.

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.
 - a. Our current partnerships include both informal and formal agreements.
 - i. Informal Agreements within Luna Community College
 1. Academic Center of Excellence (ACE) Lab accepts CCRI students for additional tutoring, especially during evening hours.
 2. Recruitment and Retention Committee: CCRI, representing adult learners, and LCC share similar interests when it comes to recruitment and retention of students. This partnership allows more back and forth communication in order to funnel HSE completers into LCC certificate and degree programs.
 3. Assessment Committee: CCRI director was recently added to the LCC Assessment Committee in conjunction with the upcoming HLC accreditation visit. CCRI IET programs are being written into institution-wide assessment protocols under the

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heading of co-curricular assessment. LCC has not been completing co-curricular assessment and CCRI IET programming was selected as one of the pilot programs to monitor and report to our accreditation body in pursuit of continual institutional improvement.

4. Integrated Education and Training (IET): IET programming works within EMT-Basic, welding, and dental assisting certificate programs in order to support students completing those programs. Auto tech and wildland firefighting IET programs are in the works and applications should be completed by Spring 2026.
 5. Rough Rider Mentorship / LCC Springer Site: CCRI instructor meets with Springer students once a week on Wednesdays in order to instruct HSE curriculum and coach towards credential attainment.
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?
 - a. Our professional learning priorities continue to revolve around student enrollment, retention, and completion. We have addressed this by cross training all staff in house and by sending people to the state office in order to have a unified team. Staff attended conferences, monthly data meetings, and PropelNM Communities of Practice for IET and literacy.
 - 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?
 - a. The 2024 NMACA conference brought the team together in a way that is not typical. Given the geographic spread of our program, this conference was an opportunity for everyone to be together for learning. The IET institute in the spring was another opportunity for stakeholder staff to get together to build. Redbird Flight Simulations, Inc. also provided critical professional development for staff members in the Applied Aviation component of our program. They visited twice and we also had student volunteers attend to help grow their leadership potential in the aviation program.
 - c. What were your main successes and challenges in implementing your PL Plan?
 - a. The Professional Learning google sheet provided by PropelNM is clunky and requires a lot of work on the part of the director and staff to review copious amounts of data. While it seems well intentioned, something more streamlined seems necessary in the way our program functions. I have developed a new form to be filled out monthly attached below that was recently completed by instructors for August 2026. The main accrediting body for LCC, the Higher Learning Commission, requires institutions to develop their own assessment tools and evaluates based on those institution generated metrics. I think the state could move towards this model to allow for more creativity, and individual program needs to be reflected.
- b. **CCRI TEACHING AND PROFESSIONAL PRACTICE REFLECTION SHEET**

NAME:

DATE:

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What is something you are better at now than you were last month in your teaching and professional practice?	
What went well in your teaching and work with students?	
What are some of the challenges you encountered?	
What are some things you can do the same?	
What are some things you feel you need to do differently?	
What would you like to get better at this month in terms of your teaching or professional practice more broadly? What are your goals?	
What is your plan for developing these skills?	
What research or resource have you been looking at to pursue these goals/skills?	

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What professional development have you pursued this month? (State office, PropelNM, Other organization or resource)	
What resources can I help you with or connect you to?	

- d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?
- a. Professional learning did take place during the program year. Staff and faculty benefitted from these activities, both in-person and virtually. As referenced above, I hope to hear from staff monthly about how they are doing, what research and development opportunities they are engaging in, and what they need from me. We will continue to attend everything we are able to in order to better our program. I would like the state to provide more opportunities related to difference in educational learning ability and special education. Many of our students were on underserved IEP's while they were still in school and that kind of training would be very beneficial for all programs across New Mexico.

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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)	87
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	2
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE)	32.18%
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	0

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%	66.67%	62.50%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	2.04%	6.67%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	39.76%	60.23%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	40.68%	48.35%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$4178.13	\$4170.00

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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.
 - a. The retention rate for the College and Career Readiness Institute (CCRI) Adult Education program experienced an 8% decline from Program Year (PY) 2023–2024 to PY 2024–2025, primarily due to a combination of external and internal challenges. Significant staffing changes, including the turnover of key instructional and support personnel, disrupted continuity in student engagement and service delivery. Additionally, ongoing water infrastructure issues in Las Vegas, New Mexico, created barriers for both staff and students in accessing facilities and maintaining consistent attendance. These challenges were further compounded by periods of inclement weather, which led to unexpected class cancellations and limited transportation options for learners. Together, these factors contributed to reduced student persistence and a lower overall retention rate for the program 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.
 - a. The College and Career Readiness Institute's (CCRI) post-testing rate for PY 2024–2025 was 31.18%, a figure negatively impacted by many of the same challenges that affected retention. Major staffing transitions disrupted testing schedules and continuity in student progress monitoring, while ongoing water infrastructure issues in Las Vegas, New Mexico, and frequent inclement weather further limited student attendance and the ability to complete required instructional hours before post-assessment. In response, CCRI is implementing targeted improvement strategies, including the integration of alternative assessment and placement methods to better capture student progress, especially for those facing barriers to in-person testing. Additionally, the new director, lead instructor, and newly hired administrative aide/data technician have all participated in critical data and assessment training led by Katya Backhaus. This training aims to strengthen program-wide understanding of assessment protocols, improve data tracking, and ensure more timely and effective post-testing practices moving forward.
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.
 - a. Performance above target levels: Measurable Skill Gains, Employment Second Quarter After Exit, and Employment Fourth Quarter After Exit.
 - b. Performance below targeted levels: Credential Attainment Rate and Median Earnings Second Quarter After Exit.
 - c. During PY 2024-2025, our credential attainment still fell far below both negotiated levels of performance and state goals. Several campus closures significantly impacted our ability to maintain contact with students due to inclement weather and associated water utility failures in the city of Las Vegas. Having a director getting ready for retirement was also a factor in this issue. Finally, from PY 2023-2023 and PY 2024-2025, the CCRI saw a 30% increase in credential attainment. While we are far below our goals, this growth is heartening and we hope to continue with this trend of improvement.

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4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.
 - a. With the advent of alternative assessment being made available at the beginning of PY 2025-2026, 11 students have already been identified as ready to take the HiSET test and are beginning to schedule their exams. Between this and the presence of an in-person administrative assistant to assist with scheduling and checking in with students by phone and when they come in person, we expect to be able to improve credential attainment dramatically. Median Earnings Second Quarter After Exit also fell below goals. We hope with the influx of FEMA payments and growth in the need for skilled trades workers that this metric will increase regionally and be reflected in our data. IET programming and continuing collaboration with the LCC Recruitment and Retention Committee will continue to help us funnel students into good paying jobs after post-secondary training.
5. Consider your performance data from the last and previous program years. Discuss overall trends.
 - a. Performance indicators continue to improve in most areas. We dipped minorly in Measurable Skill Gains and Median Earnings Second Quarter After Exit. MSG's are still above both negotiated targets and state goals. With more dedicated staff and better systems in place for assessing students, we believe this will improve. Median Earnings Second Quarter After Exit are not far below state goals and with our continued integration into the LCC institutional framework, we believe we can push more students into post-secondary education that will improve their economic prospects.
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.
 - a. Continuous improvement is at the center of our professional practice in the CCRI. All members of staff are cross trained in analyzing data from Laces, DRC, and Essential Education. Last year, students were assigned a singular academic coach. Given the turnover we have experienced and the nature of some of our staff being remote and in person, students will receive check-ins from the director, as well as from Admins, and in classes from all instructors. This full-spectrum approach will allow for more coverage and give us more reach for our students. Weekly staff meetings will allow us to check in about student data with specific students who need post-tests and other assessments will be discussed. Quarterly, formal data meetings will also take place in order to discuss longer-ranged trends in benchmark assessment and credential attainment. Post-testing is going to be the focus of our program as our rate in that area is far below state expectations.

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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	87	\$13,920	\$160
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	152	\$9,120	\$60
Referrals to and coordination of activities with other programs and services.	Career Service	7	\$1,400	\$200
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	87	\$5,220	\$60
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	87	\$5,220	\$60
Total:			\$34,880	
Integrated Education and Training (IET) programs	Training Service	27	\$5,400	\$200

*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.
 - a. Back and forth referrals between CCRI and NM Workforce Connections happen at an increasing pace. Workforce Connections send clients without HSE to the CCRI for assistance in achieving their credential in order to increase workforce opportunity. Distance learning opportunities are provided for students that are out of transportation range, but still within LCC's service area.
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?
 - a. Luna Community College and the CCRI continue to work with the Northern Workforce Development Board. Meetings are attended both on an in-person and virtual basis. Our biggest challenge in workforce collaboration was the change in service providers. It took quite some time for the service provider to be selected, which was our primary concern in 2023-2024. 2024-2025 saw a new service provider, however the onboarding process has been slow and our students have suffered from the lack of available services. We hope that in 2025-2026 that these service gaps will be addressed by the Northern Workforce Development board in order for more connections and productive work to happen.

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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.

a. Career planning and advising is both structured and informal in our programming. Formally, HSE teachers incorporate real-world examples of career applications in subject areas. In math classes, invoice generation has been discussed in terms of students who wish to pursue skilled-trades contracting. In ELA, different non-fiction texts within career areas have been used for reading comprehension activities based on student interests. Informal advising takes the form of conversations around the office. All staff members have the responsibility of asking students how they are doing and what they are working towards. The majority of our students attended classes in person this year, which allowed for these types of informal / formal coaching sessions around career planning and advising.
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).

27
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

31%
4. Enter MSG rate of your IET participants.

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

a. IET programming at the CCRI experienced various successes and challenges in PY 2024-2025. Welding continued to be successful with our co-instructor attending many professional learning opportunities and collaborative activities both at LCC and statewide. Our EMT-Basic program lacked a co-instructor after the first month of classes, which impacted our ability to provide necessary services. However, communication and collaboration was maintained and the requisite data collection was maintained and broadened. Another success reflected in our data was the growth in both 2nd quarter and 4th quarter employment after exit in PY 2023-2024 compared to PY 2022-2023. Our IET programs undoubtedly contributed to these metrics and we hope this trend will only increase. Once again, our major challenge with our IET programming was staffing. While the program did have a full-time coordinator, that staff member did not work very hard on the actual work of implementing IET frameworks for success. As an instructor in EMT-Basic, they failed to collaborate with the subject matter expert and withdrew slowly from the programming altogether. This ended with their separation from the programming. We have been unable to hire a new person to fill that role so the responsibilities are falling on the program instructor, lead faculty, and administrative assistant. We expect this to be difficult and hope to fill the role at some point in this year. Due to budget constraints and the emphasis on providing competitive instructor salaries, we may find this difficult and will continue trying. Staff will continue to attend professional development opportunities provided by the state through PropelNM and we expect similar or better results from our program moving forward.

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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.

- a. Orientation and onboarding (initial assessment, academic coaching, and class scheduling) took place starting three weeks before the first week of classes in August. The same was true for Spring semester in January. We offered both in-person and virtual sessions that lasted around 4 hours. This gave students and staff enough time to complete tasks and develop the kinds of relationships required to engage in this type of educational service. All staff were cross trained in the process described in the table blow to allow for more coverage and the ability to complete this process with more timeliness and fidelity. Last year, we had planned to assign specific coaches to specific students. This was effective in some ways, but in others it had its failings. When certain staff were absent, it meant that some students were not able to receive the coaching they required. This has been tuned to allow all staff access to all students in order to maintain the kind of coverage required to always be able to advise and coach students.

STEP	STUDENT TASK	STAFF TASK
1	• Fill out intake form	• Check intake form • Ask for missing information
2	• Attend Orientation • Complete program documents • Generate NMDELTA email	• Program overview • Explain assessments and High School Equivalency
3	• Schedule assessment (TABE) • Take assessment	• Assist student with assessment process (remote or on-site)
4	• Schedule a coaching appointment with staff member	• Encourage scheduling coaching appointment • Review assessment results • Prepare for advising appointment
5	AT COACHING APPOINTMENT • Receive and review assessment scores • Develop goals for self in program • Ask questions about program processes • Schedule classes	• Review pre-test scores and learning goals • Coach students on goals • Schedule Classes

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.
 - a. The CCRI schedule includes English Language Arts (ELA), math, science, social studies, applied aviation STEM, and test preparation courses. ELA and math classes are offered throughout the day. This allows students to attend 10-12 hours of these core courses a week. Science and social studies was offered for 6 hours a week in 3 different blocks. Applied aviation was offered twice per week in 1.5 hour blocks with dedicated cohorts who work on a curriculum designed by a certified flight instructor. Students who were ready to take HSE tests were enrolled in a preparation course where test taking strategies were instructed with a focus on persistence and pragmatism. Students

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were capable of attending 20 hours of courses a week with most students attending 10-15 hours a week due to transportation, family care, or work scheduling conflicts.

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.
 - a. As part of our commitment to providing comprehensive wraparound services, the College and Career Readiness Institute (CCRI) recently purchased Chromebooks for student use. These devices support digital literacy, enhance access to online learning platforms like Essential Education, and help students build the technology skills essential for academic and career success. In addition to technology support, CCRI students benefit from a wide range of wraparound services available to all Luna Community College students through the Student Services Building. These services include academic advising, mental health counseling, career guidance, and assistance with financial aid and other student resources, creating a supportive environment that addresses both educational and personal needs. Students are interviewed on intake for their needs and continually assessed given the nature of significant life crisis in our student population
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.
 - a. The College and Career Readiness Institute (CCRI) utilizes curriculum published by New Readers Press and Essential Education, both of which are fully aligned with the College and Career Readiness Standards assessed on high school equivalency tests such as the GED and HiSET. New Readers Press provides high-quality, standards-based workbooks that support direct instruction and independent practice in core subject areas. Essential Education complements this with both print workbooks and a robust asynchronous distance learning platform, allowing students to engage in self-paced learning from home or in CCRI offices. This blended approach ensures that students receive consistent, standards-aligned instruction whether they are attending in person or working remotely, making the curriculum accessible, flexible, and responsive to diverse learner needs.
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.
 - a. Robert Marzano's *The New Art and Science of Teaching* offers valuable applications for adult education and high school equivalency programs by providing a flexible, research-based framework that addresses the unique needs of adult learners. In these settings, educators can use Marzano's emphasis on clear learning goals and student autonomy to create personalized learning experiences that respect learners' life experiences, motivations, and varied academic backgrounds. The CRI is dedicated to providing this kind of personalized education given our student populations tenuous relationship to the idea of schooling. Most of our students are with us given negative experiences with the education system and Marzano's framework will allow us to differentiate based on both intellectual hurdles as well as social ones. The model's focus on

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metacognition and student engagement helps adult learners build critical thinking skills and confidence. These skills are invaluable for success in high-stakes testing environments like the GED or HiSET. Test anxiety fostered in the public schools has influenced both our credential attainment rate, as well as our post-testing rate and the need for research-based intervention to address these concerns is paramount in our work. Additionally, the strategies for providing meaningful feedback and fostering a supportive classroom environment are especially effective in adult education, where learners may need extra encouragement and structure. Overall, Marzano's framework supports instructional practices that are not only rigorous but also responsive and empowering for adult learners pursuing high school equivalency. Copies of both Marzano's general education text, as well as subject-matter specific texts have been purchased for staff with director-facilitated trainings planned for PY 2025-2026.

A Communities of Practice (CoP) framework can be a powerful tool in adult education and high school equivalency programs by fostering collaborative learning environments where educators engage in shared problem-solving and knowledge-building. In these settings, CoPs create spaces where Adult Education professionals, who often bring diverse life and work experiences, can connect around common educational goals. By encouraging peer-to-peer interaction, mentorship, and reflective dialogue, CoPs help build a sense of belonging and mutual support that increases motivation and persistence. CoPs provide ongoing professional development through collaboration, where instructors can share best practices, address challenges unique to adult education, and co-develop strategies tailored to nontraditional learners. Overall, the CoP framework enhances both teaching and learning by promoting shared responsibility, practical knowledge exchange, and a culture of continuous growth. A series of "book clubs" related to the Marzano texts and data meetings to share information and plan wrap-around support for students in the CCRI are planned for PY 2025-2026. The CoP model has been very successful as facilitated by PropelNM and we want to bring that style of learning and collaboration into the CCRI as it pertains to both curriculum development and professional skills related to data and student advocacy.

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

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

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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.

\$34,880

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well.

0

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

Total hours contributed	Fair Market Value per Hour	Total
120	\$22.00 / hr.	\$2,640

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

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

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

0

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

0

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

0

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
2865	\$31.12 per sq. ft. / yr.	\$92,826

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
N/A	

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
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.

