

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	AE/HSE/ELL/IET/Career Pathways	
Institution or Organization:	Mesalands Community College	
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County:	Quay	
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Main Phone:	(575) 461-6600	
Website:	www.mesalands.edu	
Social Media:	https://www.facebook.com/Mesalands	
Workforce Region(s) Served:	EAWDB (Eastern Area)	
New Mexico Counties Served:	Quay, Union, Harding	
Submission Date:	September 4, 2025	
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Signature of the Chief Executive Officer or Designee

9/2/25
Date

Typed Name and Title: Dr. Allen Moss, President

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.

The Adult Education (AE) program at Mesalands Community College (MCC) has a long and successful history in the College and our community. The program provides High School Equivalency (HSE), Literacy, Workforce Preparation, Career Pathways guidance, English Language Learning (ELL), and Integrated Education and Training (IET) to community members of the three counties we serve in northeastern New Mexico. Mesalands Community College is the sole provider for these services in Quay, Union, and Harding Counties. The AE program maintains a commitment to recruiting, retaining, educating, and transitioning students to post-secondary educational opportunities. The program offers instruction for people aged 16 and over who are in need of the listed services. The funds for our AE program are used for providing instruction to our students, retaining our current AE staff, and to keep current with teaching materials, computers, printers, and software.

In 2024-2025 we served students from all 3 counties we serve and our student population consisted of students from Tucumcari, San Jon, Logan, Clayton, and Roy. Our HSE student population ran around 44% for students aged 16-24. All of our ELL students from last year were over aged 25.

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.

Our program did not have any significant changes in staffing in the last year. We currently have 2 full-time staff members (Dean Garcia – Program Director and Kyeli Vaughan – Program Coordinator/Facilitator). Kyeli and I have both been in our roles for almost 5 years and we continue to gain more knowledge and experience in adult education. We also had the same two ELL teachers that taught for us last year and we feel they are both valuable in helping us with that program. They are both part-time teachers for our program. Additionally, we had two part-time CNA teachers that taught for our CNA IET cohort that we ran in the Spring of 2025.

As far as programming, we feel we have become more comfortable in how we deliver our HSE and ELL courses. We are able to enroll HSE students from Clayton and other remote areas that we serve without them ever having to come to our campus. We proctor their TABE exams through remote proctoring and get them set up in Essential Education coursework so that they can begin work immediately after completing the TABE. Using the remote proctoring from TABE has enabled us to onboard students more effectively that do not live in our immediate area. We have also started using Burlington English to help with remote learning in our ELL program. This became more of a necessity last year when students stopped attending ELL classes due to fear of being questioned or picked up by Immigration officials. We worked with a representative from Burlington English to get some of our ELL students enrolled in coursework and it has been a productive partnership.

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A major achievement for our program last year was that we had 4 students complete their HiSET exams that started off in our ELL classes a few years ago. We want to continue to serve the ELL students that want to transition into our HSE program. The Spanish HiSET Academy in Essential Education helps a lot with these students. Continuing this pipeline will be a major goal for our program in 2025-2026.

Running our first IET cohort in Spring of 2025 was something we had worked hard on getting accomplished for our program. We completed the cohort in CNA and we felt that it went well. We have now been approved to run other IET cohorts in Phlebotomy and Wind Energy. We are going to be working the NMCD on running a Wind Energy cohort this program year. Our goal is to run an IET cohort in all 3 programs at some point during the 2025-2026 program year. We will also be on the lookout to see what other programs we can add to our IET portfolio going into future years.

One last goal of ours for the 2025-2026 program year is to get ELL classes started in Clayton. We have heard of the need for ELL classes there and we have started the process to make these classes happen. The hope is to hire a part-time person in Clayton that can work 8-10 hours per week teaching these ELL classes and helping with HSE recruitment as well. Continuing to expand our footprint in Harding and Union Counties will only help us serve more students and improve our enrollment throughout our service area.

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?

During the 2024-2025 program year we had a mix of in-person, hybrid, and distance learning classes. For our HSE students we did classes for NEDP via online proctoring, we had in-person classes on campus for a few hours each week, we had all online classes, especially for students that work during the day and live outside of Tucumcari, and we did some hybrid classes where we would meet with them via Google Meet and do tutoring or do instructional time. The use of Essential Education by our program made it easier to conduct online and hybrid courses. For our ELL classes we did mostly in-person classes, but we did start to incorporate some online work through Burlington English. Our CNA IET cohort that we ran in the Spring of 2025 was strictly in-person and we felt it worked fairly well.

Our program has evolved a great deal in the last 2 or 3 years when it comes to online and hybrid course offerings. In the last 2 years we have started using Essential Education and Burlington English, which has helped us to offer more digital content. These programs are very user friendly and we have heard good feedback from our students that do online and hybrid learning through these platforms. In the past year, we started conducting TABE tests through remote proctoring and that has helped us enroll more students that live outside of Tucumcari. Our program rarely uses paper testing anymore, as we have switched to doing TABE online and HiSET computer-based testing.

For the 2025-2026 program year we plan to continue offering more digital learning options for our students. We will be offering online and hybrid courses for our HSE students, and we plan to implement more of Burlington English into our ELL program. We plan to start offering ELL classes in Clayton during this program year, and we are looking at using some Burlington English offerings for those students. We also want to give our ELL students in Tucumcari a chance to take coursework in Burlington English as well. As we begin to offer more IET courses, we want to see if we can incorporate some online learning into those courses as well. This program year we will run at least one cohort in CNA, Phlebotomy, and Wind Energy through Corrections.

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We want to keep incorporating digital literacy into our program by having our HSE students get log ins to Essential Education, which has a course in Computer Essentials. We also want to use Burlington English which can help our ELL students with their digital literacy. Now that we offer our testing on the computers and courses online, it is important to have our students be computer competent and be able to navigate the systems so that they can get the most out of the software and online coursework. Distance learning will only continue to grow in our program as we push to have all of our AE students enrolled in some online platform to help them in their studies. Being able to have these hybrid and online classes is essential in helping with our enrollment and student success. Our program has to consider digital equity for our program area because we service such a remote area of the state. We want to work with Propel where we can to ensure all of our students have access to the resources that we offer. This may involve trainings or help with getting students connected online. Continuing to offer our students Chromebooks when needed can help ensure that our students can access coursework 24 hours a day and 7 days per week.

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.

Our program has an informal agreement with Mesalands Community College. Mesalands provides our program with 1,840 square footage of donated space, which houses our Educational Services Center. The only payment is the 5% indirect cost that comes from the Federal, TANF IET, and IET Pilot funds that our program receives. We also have an adult education classroom that is located right outside of our Educational Services Center. This classroom is used for HSE and ELL classes.

Another informal agreement our program has is with the Clayton Public Library in Clayton, NM in Union County. The Clayton Public Library provides our program with a classroom/meeting space, and has done so for over 19 years. The librarian and her staff will provide potential students with our contact information and a QR code to inquire about our services. They will also help students fill out the intake paperwork and scan and send us the paperwork so that a student can enroll in our program. Once we get a student's paperwork, we can schedule an online proctoring session to complete their TABE tests and get them enrolled in our program.

We also have informal agreements with the Youth JPO Program in Quay County, the New Mexico ISD office in Tucumcari, and the Tucumcari Adult Probation and Parole office which all refer their clients to us for HSE completion and career pathways services. These programs are vital in helping their clients achieve a HSE credential and become productive members of society. We feel that working with justice involved individuals is an important part of what our program does, and makes a difference in our community.

The only formal agreement we have is with the Eastern Area Workforce Development Board (EAWDB). Part of this agreement is entering our students into their MyHub portal so that they can be contacted to see about providing services through other titles of WIOA. When we enter students into this portal, we can select which services they could be eligible to receive and they receive a call from someone in the Clovis office about potentially signing up for services. We have a Youth Career Coach from Clovis that comes to our campus occasionally to meet with our students and go over services they could potentially receive. I also attend monthly and quarterly meetings through the EAWDB for the One Stop Committee and Youth Committee, which enables our program to stay current on happenings within our region.

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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 PL priorities for the 2024-2025 program year were to attend conferences for adult education, attain a better understanding on teaching/helping students learn while meeting standards and objectives, obtain the training necessary to run our program effectively while meeting our students needs, and to help adult education with funding and outreach throughout New Mexico.

We addressed these priorities by attending the NMAEA/MPAEA Joint Conference in February 2025 and the COABE Conference in April 2025. These conferences gave us the opportunity to connect with our adult education colleagues and discuss best practices and attend sessions tailored to our program. We also attended other trainings throughout the program year such as an IET Implementation Training, the IET Institute, the CPI Institute, LACES Data meetings, AE Day at the Capitol in Santa Fe, EAWDB Board Meetings, NMAEA Board Meetings, one-on-one workshops with Essential Education and Burlington English to help us better understand our software and how we can use it effectively to run our program, COABE webinars, and AE Directors Meetings. We also participated in advocacy efforts in adult education throughout the year, which helps spread the word about adult education and all the positive outcomes that our students achieve with the help of our program.

- 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?

Some of the most impactful PL experiences over the past year were the IET Implementation Training and IET Institutes where we got a better understanding of how to conduct our first CNA IET cohort that we ran in Spring 2025. These training sessions showed us different ways of how we could conduct our teaching for the cohort in conjunction with the CNA instructors. They also gave us an idea of what to expect when running our cohort and gave us ideas of what to plan for. We feel this enabled us to have a fairly successful first cohort. The CPI Institute also showed us how to identify and improve our data outcomes for our students across HSE and ELL classes. Doing this Institute at the beginning of the 2024-2025 program year gave us goals to achieve for the last year and an action plan to achieve those goals. Meeting with Essential Education and Burlington English helped us learn how to navigate those platforms and gave us an idea of how to best use the software. As always, the NMAEA/MPAEA and COABE Conferences were very educational and gave us time with our AE colleagues across the country to learn other best practices and gave us new ideas to think of with our program.

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

We feel that the main success in implementing our PL plan this year was running our first CNA cohort. This was a long process with lots of planning that seemed to all come together with help from everyone involved in the program. Getting that helpful information from the IET trainings made a difference in how confident we felt in being able to run a successful first cohort. Another success in our PL plan was how we used Burlington English software to help some of our ELL students complete their HSE diploma and then participate in our first CNA IET cohort. The medical terminology was a very useful tool for our ELL students that pursued this path.

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Some challenges we faced in implementing our PL plan this year were finding the time to bring everyone together for our CNA IET cohort. In the end, we got it accomplished, but it was important for all involved to meet regularly leading up to this cohort being run. That is something we will have to focus on when we run future IET cohorts. Having ELL students quit coming to class for various reasons after the new administration took over was also a challenge in running an effective ELL program. This was something that took us by surprise and even though we tried to ease student concerns, we had a lot of students just stop coming to class and participating.

- 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?

We feel that for the most part, we were able to implement the Professional Learning Policy in our program. Kyeli and I were able to participate in a lot of professional learning throughout the year and use a lot of what we learned into practice. We did have trouble with our ELL instructors completing professional learning because both of our instructors are full-time faculty for Mesalands so their time is limited. We did try to include them in Burlington English trainings and webinars so they could at least get a sense of how the software could benefit their teaching. The summer may be a better time for them to meet with Burlington English so that they can get the most out of the software. Propel and NMAEA do a great job in offering many different trainings around the state and virtually so that we can always look for ways to improve what we do. We may reach out to Propel for more one-on-one training in a certain area where we see fit going forward. Having the IET Community of Practice webinars and trainings can be a helpful tool for us this year when planning our IET cohorts and just having that IET assistance will help us tremendously.

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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)	64
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	33
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	53.13%
	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%	61.54%	69.7%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	0%	75%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	50%	53.7%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	50%	46.34%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$3,956.76	\$4,415.97

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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 AE program at Mesalands continues to see improvements in regards to retention, even though we are still a bit short of the state goal. Our retention rate in 2023-2024 was 49.23% (64 of 130 students), but it increased to 65.98% (64 of 97 students) in 2024-2025. We feel that we made great strides in our onboarding process, where we're not taking on students that aren't ready for the commitment to our program. In the past, we had a lot of students sign up, fill out intake paperwork, take TABE tests, and then never return. We stress during onboarding now the commitment needed and we do not want students to start until they are ready and have the time needed to fully participate in our program. By implementing this change, it has helped increase our retention rate and has led to more commitment from our students. For 2025-2026 we will continue to stress the importance of the commitment at onboarding and we will also be following our data weekly to try and catch students that are not participating or that are not following up with us. We feel by doing these processes, that we can hit the 70% mark and possibly the state goal of 72%.

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.

For 2024-2025 our post-testing rate for our program was at 53.13% (34 of 64 students). This declined a bit from 2023-2024 when our posting rate was 57.81% (37 of 64 students). We've consistently been in the 50's as far as percentages for post-tests over the last 3 years, but have been unable to hit 60%. We do have HSE students that get more than 12 hours, but not 30 that end up passing their HiSET and we never get a post-test out of them. We feel that this holds back our HSE numbers for post-testing. Our ESL post-testing is pretty consistent, but we did have some ESL students that left last year after the Fall semester, and that hurt our post-test numbers for them. One of our plans to improve is to at least get one post-test out of our HSE students that have at least 30 hours and leave after completing their HiSET. This can help kick up our percentages in that area and push us above the 60% threshold that the state requires. We will also make a concerted effort to get students from 12 to at least 30 hours so that they can post-test. We feel we are losing possible post-tests to too many students that hit 12 hours, but never complete 30 hours.

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.

Our program performed relatively well to the negotiated levels of performance and state goals for 2024-2025. For the retention rate we were at 65.98%, so we fell a little short of the 70% goal. This was a big increase compared to the previous year when we were at 49.23% so we feel we are going in the right direction in our retention efforts. We want to continue monitoring our students on a more consistent basis and continue to have a strong onboarding process. In MSG%, we exceeded this goal by having 69.7% compared to the state goal of 56%. Our HSE students made a lot of gains by passing at least one subtest in the HiSET exam, so we feel that this helped us achieve and surpass this goal. Our MSG% for ABE was 81.25%, which far exceeded the state goal of 60%. Again, we feel that this was because of encouraging our students to try and pass at least one

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subtest of the HiSET exam. We want to continue to do this for this upcoming program year. We did not meet the state goal for MSG% for ESL. We only had 38.89% and were far short of the 52% goal. One big factor for this was the fact that our ESL students really fell off after the Fall semester when fears of being deported or picked up by ICE factored in to coming to class and studying. We are hoping that our students get back on track this year by assuring them that our class is a safe place to be and study, and also by using Burlington English more for online learning for students that feel more comfortable studying at home. We exceeded state goals for both 2Q and 4Q Employment numbers by having 53.7% for 2Q and 46.34% for 4Q. Our program is good at obtaining SSN's for students and reaching out for follow up with the students who do not provide a SSN. We want to continue doing this going forward. We had 75% credential attainment for our students that were eligible in this category. This was the first year we had data in this area, and we want to continue to monitor this for this program year to make sure we exceed the goal. We had another increase in HSE attainment this year. We went from 16 HSE graduates to 21 HSE graduates. This was a 31.25% increase from the previous year. Improving our HiSET testing experience and being more consistent with HiSET testing has helped us increase our numbers over the past few years. We did not have data on our co-enrollment for our students, but we continue to put our HSE students into the MyHub portal so that they can be contacted about other services from other WIOA agencies through Clovis. The Clovis office lost their Youth Career Coach, and still does not have one as of today, but we are hoping they fill this position so that they can go back to visiting our campus and meeting with our students to help with co-enrollment.

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

As discussed in an earlier answer, our program failed to meet our target in retention rate. We do feel good about where our retention rate is headed because we have increased it over the previous few years and it was at 65.98% last year so we are getting close to hitting this goal. Having a strong onboarding process and closely monitoring our data to catch students slipping through the cracks are our main strategies to getting over the 70% goal for this program year. We also failed to meet our target in the MSG% for ESL. As discussed in previous answer, we had a large drop off from our ESL program after the fall semester last year. We had students that left our area or were afraid to come in to class for fear of being detained. We want to improve our numbers there this year by ensuring a safe space for students in our class and also using Burlington English for more online learning so students can safely study from home for ESL classes.

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

Over the past 5 years, since coming out of the pandemic, we have seen our program's numbers increase in all areas. Although our AE students were the same for FY25 as they were for FY24, we saw our students make more gains and increase their hours of instruction. We also continue to see our retention numbers increase, so we feel that helps all areas of our program by having students as active participants and not just signing up for the program and completing a few hours and then leaving. Getting more instructional hours also helps us getting students to where they can post-test. Besides our instructional hours and MSG's increasing, we also continue to increase our HSE attainment. In the last 3 years, we have gone from 12 to 16 to 21 HSE graduates. We want to continue to closely monitor our data throughout the year so that we can stay on top of where our students stand, and what we can do to help them make positive strides in our program. We have learned a lot over the past few years about how to best run our program, and to make our program more consistent for us and our students. Improving our online options through Essential Education and Burlington English will help us keep more students involved and help us reach more students that do not live within our immediate area. We are going to make getting more students in Clayton as a top goal this year for both HSE and ESL. We are hoping to start ESL classes in Clayton this fall.

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Program Year	Enrollment	Instruction Hours	Avg Hrs/Student
2024-2025	64	3,745.75	58.53
2023-2024	64	3,048.25	47.62
2022-2023	31	1,384.75	44.67
2021-2022	16	437.50	27.34
2020-2021	12	267.75	22.31

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 AE program at Mesalands uses data to see how we can improve our services to our students. We have designed Google Sheets to monitor our students on a weekly basis so that we can step in when needed when students miss 2 or 3 weeks of instruction. Contacting these students early on will help us with retention and help us get students to 30 or 40 hours so that they can be post-tested. We also want to continue to encourage students to take and pass at least one subtest of the HiSET so that they can get that gain and knock out part of their HiSET exams. This will help the students gain confidence that they can pass the HiSET and by passing a subtest or two of the HiSET, they can then focus on the other parts needed to complete the full battery. Our program uses the monthly data report that we turn in to the state to monitor where we stand on the performance goals and what we need to do to improve in certain areas. Having this monthly check-in enables us to catch problem areas early on so that we can try and get them corrected. This year we want to get more students from our other counties in our service area, and offer them instruction through our online platforms in Essential Education and Burlington English. This will help us increase enrollment and gives students the option to get study hours on their own time as it works for them. We have already seen an increased participation from students in Clayton, and we want to reach out to them and help them by offering this online instruction in HSE. Our college is going to be getting a new website this fall, so we want to work with our public relations team at Mesalands to make sure we have current information on our site so that students can find out what it takes to enroll in our program and how the process works. We will also be working with this team to increase our presence on social media, which we feel is an effective recruiting tool, especially in our rural area.

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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 2024-2025	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	92	\$13,954.92	\$151.68
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	82	\$11,526.26	\$140.56
Referrals to and coordination of activities with other programs and services.	Career Service	55	\$4,651.71	\$84.58
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	24	\$3,070.11	\$127.92
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	10	\$1,395.45	\$139.55
Total:			*\$34,598.45	
Integrated Education and Training (IET) programs	Training Service	7	\$4,430.48	\$632.93

*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 keeping in partnership with the Local Workforce Development Board (LWDB), we stay in communication and share information within the system and partners. We work with partners to unify the assessment, referral, and collaborative case management process. Also, our commitment to working with the operator to provide professional learning opportunities that promote and increase knowledge of all partner programs to individuals providing services in working toward development of a unified mission, vision, goals, and strategies.

For 2024-2025 we worked with the Board and One Stop on having them help with funding for some of our IET students that were eligible. There were four of our CNA IET students that had their tuition and fees paid through WIOA with help from the partners. We also worked with the One Stop and getting a Remote Access Point set up on our campus for people in our community to get help with job searches, young adult assistance, unemployment insurance, career training, and employer assistance. We participate in monthly meetings through the Eastern Area Workforce Development Board (EAWDB) and One Stop that enables us to stay in communication with the providers in our area and we can stay up to date on happenings in our region. We use the MyHub portal to enter our students into the system for the Workforce offices in Clovis. This has helped get our students started in contact with the resources that those offices offer. This has been valuable for our students because there are no local offices located in our service area. We can also refer students to DVR services through the MyHub portal as well. We feel this portal helps our students get the services they need, especially the services that are not available locally in our 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?

Our program aligned adult education and literacy activities with our Local Area Plan by participating in monthly meetings through the EAWDB, referring our students to the partners in our area through the MyHub portal, reaching out to partners in our area for funding opportunities for our CNA IET students, and by attending an all systems training where internal and external partners of our area participated in a full day of professional development. This all systems training enables our program to meet area partners face-to-face to discuss problems or areas of concern on how we can collaborate for our students.

What is working well is the MyHub portal where we enter our students so that they can be contacted by someone from the Clovis offices to offer support in areas where our students needs are. After entering the students in this portal, a record is kept for every student on all contact that is provided by this referral. This is done through email updates that are entered into the portal. We print these updates out and put them in student files so that we know if a students has been contacted or enrolled in services. We also worked this year on getting a Remote Access Point set up on our campus so that people in our community can have access to a service to get help in answering questions regarding employment help, unemployment insurance, and youth career services.

Our biggest challenge will always be a lack of services that are readily available in our service area. It is a downside of being a program in a very rural area. We also used to have a youth career coach that would come from Clovis to meet with our aged 16-24 students. Due to the lack of someone in this position, we have not

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had anyone come to our campus to meet with our younger students in around one year. We hope this position gets filled soon, so that students can have the opportunity to meet with this career coach and discuss options for services available to them.

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.

Our AE program starts career planning and advising at onboarding with our students. When students are filling out intake paperwork, we visit with them to see what career path they are interested in, and how we can help them along that path. We let students know what programs we offer in terms of IET's and what programs the College offers so that they can know what is readily available to them here at Mesalands. We have students create an account on the www.jobs.state.nm.us webpage as part of their enrollment process so that they can start to look for jobs available in our area. This also helps when we refer students to a Career Coach through the MyHub portal for the Eastern Area Workforce Development Board. When a Career Coach reaches out, they let the students know where they can help and encourage them to have the account on the "Jobs" page. We also have career pathways books that we use to teach soft skills and job skills in varying careers. We have found this to be helpful in the area of career pathways to give students a better understanding of the skills needed to obtain a career in their chosen field.

We meet with students periodically to discuss how their career exploration is going and if they feel they are on the right pathway for success. We do not have a career person on campus or in our program, but we do utilize our campus Workforce office to help in this aspect of our program. We do not have a large population of students in our AE program, so we are able to meet with them at least monthly to discuss how they are progressing in their initial career goals. We also bring in campus faculty at times to talk with the students that want to explore academic opportunities at our college. The faculty can go over degree plans and opportunities for students to expect if they enroll in our college. This can include discussions in transferring to a four-year college or university, job prospects in our area, possible internships they can acquire, what type of salary to expect if they pursue a certain career, and the time expectancy for completing certain programs. This is a benefit of being a small college, is that our faculty are easily accessible to our AE students and are always willing to help because it can lead to students entering their academic programs.

- 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).

Yes, we offered an IET program in Certified Nursing Assistant (CNA) and ran one cohort in the Spring of 2025. 8
- 3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)? 12.5%
- 4. Enter MSG rate of your IET participants.
MSG Types 1: 8 out of 8 (100%)
MSG Type 2: 4 out of 8 (50%)
MSG Type 3: 0 out of 8 (0%)
MSG Type 4: 0 out of 8 (0%)
MSG Type 5: 7 out of 8 (87.5%) See Left

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

We ran our first IET cohort in the Spring of 2025 in CNA. We had 8 students that started off the program with 1 dropping out in the first few weeks of class because of personal issues. The 7 students that remained did well in the cohort and passed the classes. One issue we had come up was that 3 of the 7 students that completed the cohort were students that originally started in our ESL program and they did not want to complete the background check in fear of getting questioned by immigration officials. These 3 students completed the courses, but did not attend clinicals because of the background check mandate. 4 of the 7 students completed clinicals and took the CNA Licensure exam a few weeks after clinicals were complete. 2 of the 4 that took the Licensure exam, passed and are now licensed in the State of New Mexico as Certified Nursing Assistants. We feel the cohort was successful in that it helped these 7 students see what goes into being a CNA, and let them discover if this is what they want to pursue a career in. One issue we ran into was the lack of understanding in medical terminology at the beginning of the class and how that negatively affected the students early on. We feel that some sort of pre-terminology course would be helpful in getting future cohorts off to better start. We also learned that some parts of the course will take a little longer for the students to grasp than some others. The course curriculum we had planned out seemed to be effective, but we may have to extend the cohort by a few weeks just so that students have more time to grasp certain concepts. The career components of the course, like resume building and mock interviews went well and helped the students gain an understanding of what is needed on their resume and what type of questions to expect in interviews. The clinicals also went well and led to some of the students getting job offers after they completed the licensure exams. These real world experiences in working in the medical field are a valuable part of the IET program. All in all, we feel like we gained a better understanding in how to run an IET cohort and how we can be effective in adult education instruction during the time we have to teach. We look forward to running our other approved cohorts in 2025-2026 in Wind Energy Technology and Phlebotomy.

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 AE program's orientation and onboarding process is done with an open enrollment format, which we feel works better for our small program. It begins with going over the commitment needed to participate in our program in order to succeed. We talk to the prospective students about the time required to get started and then follow through with things such as post-testing and HiSET testing for our HSE students. This is done to try and catch the students who may not have the time right now to begin so that they don't fill out intake paperwork, take the Locator or TABE tests, and then never return. Once a student has confirmed their commitment to our program, we will have a student fill out all of our intake forms. The forms describe in further detail the policies and procedures of our program. We let the prospective students know what is expected from them, and what they can expect from us. When all of the intake paperwork is done, we create an Auto Locator test ticket for either TABE 13 or TABE Clas-E C. The student can take the Locator test right then, or schedule a time that week to come in and take the exam. Once the Locator is completed, it puts the student into the appropriate TABE tests to take to complete enrollment. We encourage our students to finish this process within a week at the most. The TABE scores give us an idea of where to start the student in terms of instruction in HSE or ESL. During this process with our students, we will go over prospective career pathways and career explorations so that we can show them a path to achieve their career goal. This way the student can think about how they want to use our program to get into certain career clusters. This is an important part of our onboarding process because it gets the student to think about what they want to do while they pursue their HSE or take ESL classes. During the career pathways process, we have the student create an account on the www.jobs.nm.state.us page to get them started on exploring career opportunities in our area. We also go over college programs and opportunities with the student at this time so that they can get a feel of being apart of our academic institution. Making the students feel comfortable and a part of our campus is a big part of our inclusion process for them.

Our timeline for the onboarding process is all done with the first week or two of the student walking through the door or contacting us either online or over the phone. Intake paperwork, TABE testing, career pathways exploration, making an account on the "jobs" page, and getting set up into an HSE/ESL class or set up to work online through Essential Education or Burlington English are completed timely so that we can start to work with the student as soon as possible. We stress the importance of keeping "on task" so that the student can get the most out of our program in an efficient manner.

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.

The AE program at Mesalands Community College seeks to assist adult learners in obtaining specific goals such as improve skill/performance, prepare for a new job or job advancement (which includes IET's), gain their HSE credential, learn the English language, transition into college for the purpose of positively contributing to their community and family. Our AE program ensures services provided are of sufficient academic intensity and quality by aligning program curriculum to rigorous standards. The program's HSE and ESL curriculum are aligned to the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS). We have a four-day week on our campus, so we tailor our program's schedule around those four days with classes that are available during mornings, afternoons, and evenings to help fit into our student's schedules. Our Center is also open a few nights per week so that we may further meet the needs of our

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students and their availability. Our students must attend class sessions regularly, exhibit good conduct, and complete all required assignments. Students are expected to be responsible adults and adhere to the attendance policy. We also offer students the opportunity to participate in our program through online learning via Essential Education and Burlington English. We monitor attendance weekly for students that attend online, and after 2 weeks of not logging in, we will call them to see what is going on. We try to remedy the situation early on, so that we can get students back on track.

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.

Mesalands Community College provides our students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the College's offerings). Our program offers several ways to increase classroom use of technology and individualized online instruction. Computer instruction and practice has been integrated into the academic courses. Students in our program have access to the computers in the Educational Services Center (ESC), and these computers are maintained by the College's IT department. They provide a variety of distance learning courses that allow students to take courses at their convenience. Modes of instruction are via the Internet, online learning, video delivery, as well as lecture capture using Google Meet. Our AE program uses Essential Education and Burlington English for distance learning, and their coursework is a standards-based online learning program grounded in tradition of solid educational research. Our distance education students are placed into Essential Education and Burlington English based on their TABE scores, and this ensures that they are getting the proper coursework tailored to their levels of knowledge. We feel the use of these online learning platforms has helped us grow the distance education part of our services to students that can not attend during the day or live outside of our community. Our program also provides career navigation services with our discussion at onboarding, follow up throughout the program, and doing resume preparation and mock interview practice while completing the program. When our CNA IET cohort ended in June 2025, we worked with them on preparing for their CNA certification through the State of New Mexico and also did career readiness activities with those students. This is something we look to build on with our IET students as we add more IET programs.

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 AE program implements the CCRS standards by aligning the academic curriculum with how students score on their initial TABE tests. TABE test scores are used to develop an academic plan with text material or online assignments through Essential Education that is aligned with CCRS, or Burlington English that is aligned with ELPS. By following the CCRS in the text material and through Essential Education, we can be sure we are following up in the right manner to keep students on the path to MSG's and improved test scores. We use curricular resources such as Scoreboost for TABE, TABE Mastery, TABE Tutor, Achieving TABE Success, Common Core Basics, Steck-Vaughn Fundamental Skills Books, and Paxen Career Pathways Workbooks. The CCRS standards that our program uses emphasize problem solving and contextualization in mathematics, and interdisciplinary literacy and critical thinking in reading. Alignment is ensured by using CCRS aligned resources

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such as Essential Education, Kaplan GED workbooks in all subjects, Common Core Basics and Achieve by McGraw Hill. Our program also closely monitors high impact coordinators and the utilization of the CCRS on exams such as the TABE and HiSET.

For our ESL program, we start students on the same path with an academic plan based on how they score on their TABE Clas-E tests. We use Cambridge Ventures books that have a series of six complete levels for every level of English Learner. Using these books enables us to ensure that students are learning English through the English Language Proficiency Standards (ELPS). We also use Burlington English for online ESL learning. This helps with students who are unable to attend during our normal class times or for students who are uneasy about attending due to immigration safety concerns.

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.

One approach I continue to use as an AE program director is Malcolm Knowles Four Principles of Andragogy. Self-Concept, Experience, Readiness to Learn, and Orientation to Learning are important in helping adult learners navigate their education through our program. We like to give our adult learners the chance to be involved in their own learning. These principles stress the importance of giving adult learners real-life examples of how their learning will be used in every day situations, as well as learning through problem solving. Letting our learners have a say in driving the curriculum and teaching is a key in keeping them engaged and pushing themselves to their academic and career goals.

I like to involve my staff in our program and curriculum design when we sit down to discuss the state of our program and how we can improve. This gives everyone involved in our AE program an interest in improving our practices and outcomes. As a director, I'm not usually the one working with the students on a day-to-day basis, so I like the people who are to bring their ideas to the table on how we can be more effective for not only us as a program, but also our students. Like letting students have a say in driving curriculum, I like our staff to have a say on how to best run our program. Giving that sense of ownership helps people be more involved in the success of our program and lets everyone know that their thoughts, ideas, and feedback are welcome to help us improve.

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). **N/A**

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B). _____
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 _____
 - Voted or Registered to Vote _____
 - Increased Involvement in Community Activity _____
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) _____
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4. _____
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. _____
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. _____
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. _____
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. _____

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). **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. \$34,598.45
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
		N/A
4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
		N/A
5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
		N/A
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. \$5,000

Please estimate the total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) 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
2,000	\$150/Per Square Foot	\$300,000

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

Please cite the source document for the amount: **2024-2025 Mesalands Approved Budget**

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.

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
N/A	

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.