



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)

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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:	New Mexico Corrections Department – Reentry Division	
Institution or Organization:	New Mexico Corrections Department	
Address:	4337 NM-14	
City:	Santa Fe	
County:	Santa Fe	
Zip:	87508	
Main Phone:	505.629.3389	
Website:	http://cd.nm.gov	
Social Media:	Facebook	
Workforce Region(s) Served:	Southwest, Eastern, Northern, Central	
New Mexico Counties Served:	All	
Submission Date:	09/08/2025	
Program Director, Manager, or Coordinator Name and Title:	Education Administrator Robert Madrid	
Contact Information:	Phone(s):	505.629.3389
	Email:	Robert.Madrid@cd.nm.gov
Alternate Contact Name and Title:	Reentry Deputy Director Haven Scogin	
Contact Information:	Phone(s):	505.934.2188
	Email:	Haven.Scogin@cd.nm.gov

Signature of the Chief Executive Officer or Designee

Date

Byron Brown, Director of Reentry Division - New Mexico Corrections Department

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.

The New Mexico Corrections Department (NMCD) Adult Education (AE) program is offered at ten correctional facilities in New Mexico. On June 30th, 2025, NMCD closed Lea County Correctional Facility in Hobbs, NM. Students who were at this facility were transferred to the other nine facilities.

The correctional system consists of eight state-operated and two privately managed facilities, with demographics varying by age, race, sex, gender, offense type, and student educational levels.

The structure of NMCD's Adult Education program is strategically grounded in the Career Pathways Service Delivery Model, an essential framework designed to ensure that students gain practical skills that support successful reintegration after release. This fiscal year, NMCD is prioritizing the cultivation of a career-focused culture that extends beyond the attainment of a High School Equivalency (HSE) credential. Central to this effort is the development of a robust support network that equips students with the tools and opportunities essential for a successful reintegration into their families and communities. Achieving these outcomes hinges on aligning individual student goals with evidence-based pathways that promote career readiness and long-term post-release success.

WIOA/ Title II funding supports the advancement of adult education and skills development programs aimed at accelerating the achievement of high school equivalency diplomas and credentials for incarcerated individuals, with limited English language skills, and other underserved populations. The Title II funds are also used for activities that guide eligible candidates (16 years and older) through essential skill development and other opportunities, such as obtaining postsecondary education, career technical education, and employment/career readiness. Adult learning activities supported by Title II include:

- Effectively integrating technology into curricula and instruction.
- Creating integral pathways from academic to career-oriented.
- Effectively engaging community partners and coordinating services between the school and community.
- Helping all students develop the skills essential for learning readiness, academic success, and career goals.
- Development of programs and activities that increase the ability of teachers to teach adults with disabilities and English language learners.
- Valuing the role of educational staff by providing them with training on strategies to integrate rigorous academic content and provide effective career/technical education and work-based learning.

For FY 24-25, NMCD continued its commitment to Career Technical Education (CTE) by maintaining existing programs and launching a new initiative: The Residential and Commercial Maintenance Technician program. This program equips participants with an OSHA 10 certificate and hands-on training across multiple trades, including wiring systems, light fixtures and switches installation, basic furnace and air conditioning maintenance,

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drywall repair, basic plumbing, and residential /commercial seasonal maintenance. In addition to expanding its vocational offerings, NMCD partnered with local colleges to provide CTE and college-level programs, and successfully implemented an Integrated Education and Training (IET) program at the Southern New Mexico Correctional Facility.

Program Name	Program Description	Average Duration of Program	Age of Participants	Total Participants Served (with attendance) FY 25	Total Capacity FY 25	Number of Participants Eligible to complete program FY25	Total Participants Completing the Program FY 25
CTE							
Automotive Detailing (CNMCF)	Students gain proficiency in various detailing aspects like exterior and interior cleaning, paint correction, and finishing techniques.	3 Months (2 Days per week, 6 Hours Total)	Adult 18 and over	7	13	3	2
Building Trades (NENMCF)	This program covers the areas of safety, rough and finished cabinet design and wood working through the building of small wooden cabinets and furniture, much of it from recycled pallets.	2-3 years, % times per week for 25 hours.	Adult 18 and over	12	15	8	5
CDL WIOA	Hands on CDL class with the goal of students attaining a CDL License	2-3 Months, 5Days per week 9 Hours	Adult 18 and over	44	44	44	19
Culinary Pathways (CNMCF, GCCF, SCC, WNMCF-S)	Training in culinary skills, service, sanitation and general food service production sponsored by Summit Food Service. ServSafe is the education program followed. Completion of the Summit ServSafe program results in a course certificate. This program is designed to meet the needs of growth projected in the Restaurant industry in New Mexico. .	100 Hours	Adult 18 and over	91	92	87	68
Culinary Arts - Chef Ruiz (PNM)	8 weeks (three weeks on the job training). Students spend first 2 weeks in the classroom learning foundational skills, culinary math, and serve safe skills. Third week in, they are split up between the back of the house and the front of the house for about 6 weeks. Students receive a certificate from Entrepreneurial Institute of New Mexico	3 Months (3 Days per week, 4Hours)	Adult 18 and over	28	28	28	26
Custodial Maintenance (LCCF)	The goal of this course is to provide students with competencies in commercial, institutional and industrial cleaning and maintenance. Students will gain proficiency in the skills and knowledge required for custodial and maintenance work in various settings	Once per week 3 Hours	Adult 18 and over	70	100	70	0
Forklift	This certification ensures students possess the knowledge and skills to safely operate forklifts, reducing the risk of workplace accidents. Includes a written exam and hands on practical evaluation	1 Day 8 Hours	Adult 18 and over	124	124	124	124

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Heavy Equipment Operator (WIOA) SNMCF, WNMCF, SCC	The Heavy Equipment Operator program offers participants an opportunity to gain knowledge, skills and hands-on training in the construction industry. Due to the demand for HEO, this program ensures job security for years to come. The program consists of learning modules provided by NCCER/Pearson along with daily simulator time on the CAT Heavy Equipment Simulator.	Varies 16 weeks SNMCF 20 hours per week, 6-8 months SCC 6 hours per week	Adult 18 and over	31	31	31	22
HVAC (WIOA) (PNM)	The HVAC program provides theory and applied instructional content in the following areas: Introduction to HVAC, Trade Mathematics, Basic Electricity, Introduction to Heating, Introduction to Cooling, Introduction to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices. This program is provided within the correctional facility.	6 Months, 5 Days per week 5 Hours	Adult 18 and over	10	10	10	9
Residential Commercial Maintenance (WIOA)	Teaching essential basic residential/commercial property repairs and maintenance (Residential and Commercial Maintenance Technician I) to students becoming future maintenance technicians. WIOA	4 Weeks. & Hrs per day, 5 Days per week	Adult 18 and over	27	27	27	24
Welding (RCC)	The welding program provides theory and applied instruction on oxyacetylene, MIG, TIG and stick welding. Individuals passing the pipe certifications exams through the nationwide, American Welding Society Certified Inspectors. This program is provided within the correctional facility.	2+ years(Min 1074 hours). 4 classes per week . 10 hours total.	Adult 18 and over	16	16	5	5
Welding Simulator (GCCF, LCCF)	Inmates learn welding skills virtually and what is learned transfers into real world, hands on welding.	LCCF 210 Hours. GCCF 3 Months 2 time sper week 1.5 hours each	Adult 18 and over	80	80	80	12

IET							
Heavy Equipment Operator (WIOA) SNMCF, WNMCF, SCC	The Heavy Equipment Operator program offers participants an opportunity to gain knowledge, skills and hands-on training in the construction industry. Due to the demand for HEO, this program ensures job security for years to come. The program consists of learning modules provided by NCCER/Pearson along with daily simulator time on the CAT Heavy Equipment Simulator.	Varies 16 weeks SNMCF 20 hours per week, 6-8 months SCC 6 hours per week	Adult 18 and over	31	31	31	22
CTE / College Programs							
HVAC (OCPF)	The HVAC program provides theory and applied instructional content in the following areas: Introduction to HVAC, Trade Mathematics, Basic Electricity, Introduction to Heating, Introduction to Cooling, Introduction to Air Distribution Systems, Basic Copper and Plastic Piping Practices, Soldering and Brazing, and Basic Carbon Steel Piping Practices. Certificate through Dona Ana Community College. This program is provided within the correctional facility.	18 Months	Adult 18 and over	10	10	10	10

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2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them.** If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

In FY 24-25, NMCD Reentry Division has introduced two new positions to enhance support for students pursuing post-secondary education and CTE programming. One of these roles, the CTE Administrator, is responsible for designing and overseeing educational initiatives that prepare students with hands-on skills for a wide range of industries and careers. This position demands strong leadership, financial management, and curriculum development expertise.

Key duties include aligning CTE programs with current standards, managing program resources effectively, cultivating partnerships with community organizations and industry partnerships, and ensuring compliance with both state and federal regulations.

The Post-Secondary Administrator plans, directs, and coordinates post-secondary educational programs, student services, and research at colleges, universities, and technical schools. The administrator oversees student admissions and support, managing academic programs, supporting faculty, maintaining student records, and managing finances and facilities.

The integration of these two new positions has significantly strengthened NMCD's capacity to advance its Post-Secondary and WIOA/Title II goals. By establishing dedicated leadership in both Career and Technical Education and post-secondary programming, NMCD is better positioned to foster strategic partnerships, develop robust cross-curricular programming, and support seamless transitions for students reentering society.

Like many AE programs across New Mexico, recruiting and retaining qualified instructors in rural facilities is a continued challenge for NMCD; Geographic isolation, limited pool of available educators, and barriers to community integration remain key obstacles. To address these issues, NMCD is actively working to build stronger relationships with local communities and foster collaborative partnerships that create a more supportive and sustainable environment for educators. These efforts aim to enhance program stability, improve instructional quality, and ultimately expand educational opportunities for incarcerated individuals statewide.

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?

Technological resources continue to include educational TV and a closed-circuit education network utilized throughout each facility. With the discontinuation of American Prison Data Systems (APDS) Tablets, NMCD has deployed Smart Communication tablets. Similar to APDS, Smart Communications allows for broader availability of educational resources for students in education, reentry, career orientation, and other vital skills needed for returning citizens.

The most significant difference between the two is that all persons incarcerated will receive a Smart Communication tablet, which allows for the expansion of educational resources and learning to all incarcerated. These tablets have also increased instructional time; NMCD has also utilized these devices to

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deliver quality instruction to its higher custody inmates. Smart Communications has also assisted facilities struggling to employ AE instructors through a secure communication video platform. Students are currently utilizing the educational platform, Essential Education.

Essential Education integrates both traditional classrooms and virtual learning environments that focus specifically on the diverse needs of adult learners. Essential Education diagnoses learning gaps and creates personalized learning plans for each student. This helps students focus on what they need to learn to achieve their goals in high school equivalency (GED, HiSET), adult basic education, workforce readiness, and college preparation. This is achieved by offering interactive lessons, practice tests, and progress tracking to support both in-person and virtual learning environments.

Similar to FY 23 – 24, NMCD has worked around occasional lockdowns and restrictions, with instructors being resourceful in delivering education through other varying methods. They have continued to provide instruction in the housing units and deliver homework, materials, and lessons through internal mail. In addition, they are using supplementary devices like Study Buddy's, which provide a rich learning experience through multimedia instruction, tutoring practice, and guided feedback. For FY 25 – 26, NMCD is looking at utilizing Burlington English, that will allow English Language Learners independent student lessons to provide a comprehensive, fully blended curriculum for student success.

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.

Program Name	Partner	Descriptions	Formality
Project Echo	UNM	Project Echo is a peer mentorship program run through the University of New Mexico. They believe that redemption is the solution and that time spent being incarcerated can be an opportunity to gain a healthier and more productive life. This service is provided through reentry classes, recovery and relapse prevention courses, health classes and one on one peer engagements. Peers are trained and can become a Certified Peer Support Worker through the Office of Peer Recovery as part of this program. Currently over 107 inmates have been trained as peers and classes are occurring at all facilities within the NMCD prison system through Project Echo and UNM.	Formal
Employability Workshops	Goodwill of NM	Goodwill provides reentry workshops that include topics such as Money Management, Life Skills, Building Resiliency, Stress Management and Resume Building	Informal
Inside Out Dads	Inside Out Dads	Inside Out Dad connects inmate fathers to their families, helping to improve behavior while still incarcerated and to break the cycle of recidivism by developing pro-fathering attitudes, knowledge, and skills, along with strategies to	Informal

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		prepare fathers for release. Incarcerated fathers get the tools they need to become more involved, responsible, and committed in the lives of their children -- providing increased motivation for them to get out and stay out. This program is provided within the correctional facility.	
Corrections Reentry Program	Reentry	The reentry program is available to inmates in the correctional facilities who are within 12 months to release. The program aims to assist in providing support and education to the population for a smoother reintegration into their communities following release from incarceration. Classes include discussion topics such as financial literacy, employment readiness, parenting, family reunification, addressing stressors, relapse prevention, support systems, what to expect on supervision, transitions and starting over. Participation in the program is voluntary.	Informal
Women in Leadership	Women in Leadership	Women in Leadership is a reentry program to uplift, empower, and inspire women involved in the justice system to develop self-advocacy skills to become leaders through personal and professional growth by providing access to leadership development and educational opportunities. Women in Leadership offers classes in reentry, trauma recovery, spiritual wellness, financial literacy, parenting, life skills and building confidence.	Informal
NCCER REW (Core, Level 1 and 2 electrical NCCER CEW (Level 3 and 4 Electrical) NCCER Core NCCER Carpentry Welding Heavy Equipment Operator (CAT Simulators)	National Center for Construction Education & Research NCCER	NCCER develops standardized construction and maintenance curriculum and assessments with portable credentials. These credentials are tracked through NCCER's Registry System that allows organizations and companies to track the qualifications of their craft professionals and/or check the qualifications of possible new hires.	Formal
Dona Ana Community College NMSU-Grants Mesalands Community College	Post-Secondary College Certification and Associates degrees.	All three post-secondary institutions offer an array of certificate and associate degree programs.	Formal
Eastern, Southwest, Northern Area Workforce Development Board	Workforce Solutions	Assist in improving employment and poverty rates through workforce development, enhanced services for employers, and ensuring fair labor practices and workforce protections for all New Mexicans.	Formal
DVR	New Mexico Division of Vocational	Assists New Mexico residents with disabilities with an array of assistance through: Vocational Counseling and Guidance	Informal

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	Rehabilitation	• Joab Search Assistance / Job Development/ • Job Placement Assistance • Pre-Employment Transition Services • Disability Determination Services • Vocational Rehabilitation Technology • Employment Training	
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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:
- What were your PL priorities in 2024-2025 and generally speaking, how did you address them?
 - 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?
 - What were your main successes and challenges in implementing your PL Plan?
 - 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?

New Mexico Corrections Department collaborated with NM Propel for a weeklong training. The trainings covered:

- Introduction to Content Standards
- Best Practices in Implementing Essential Ed. for Inmate Security Levels 1, 2, 3, & 4
- Integrated Education Training in a Correctional Environment
- Strategies for Utilizing Peer Tutors
- Low-level Reading & Math Strategies
- Teaching Multilevel Groups
- Microlearning
- Sharing Instructional Resources

Adult Education staff were able to take these lessons and implement them in a correctional environment. This training is meant to better assist AE staff with:

- Enhancing their ability to teach diverse adults.
- Integrating adult learning principles such as andragogy and Universal Design for Learning
- Attaining higher percentages in Measurable Skill Gains (MSG)
- Increased attainment in Education Functioning Level (EFL)
- Foster continuous growth in instructional design
- Creating of inclusive and respectful learning environment for varied adult learners
- Improved outcomes in High School Equivalency achievement.

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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)	1207
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	126
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE)	47.63%
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	N/A

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%	55%	58%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	0	50%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	28%	26%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	28%	26%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$1,118	\$4,197

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.

FY 24-25 88%	FY 23-24 85%	FY 22-23 83%
FY 21-22 67%	FY 20-21 73%	FY 19-20 80%

FY 24-25 saw a notable increase in students logging more than 12 instructional hours, driven by sustained efforts and strategic interdepartmental collaborations among the IT Department, Adult Prison Division, and Reentry Division. NMCD Reentry Division has continued to work closely with security staff to minimize class cancellations caused by: lockdowns, pod restrictions, and other facility shutdowns). By aligning shared goals and implementing clear policies and procedures, the Reentry Division is actively fostering a safer, more stable prison environment. The partnership with security staff has helped reduce disciplinary incidents by establishing well-defined protocols across all aspects of programming, including:

- Movement of inmates to and from the classroom during regular class hours and/or facility shutdowns
- Conduct during class sessions
- Search and security procedures
- Handling of educational materials, such as books, laptops, and educational materials/resources

NMCD has also purchased supplementary-based resources such as study buddy’s and Smart Communication tablets, which allow for improving and reinforcing educational instructions and resources.

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.

NMCD increased its post-testing rates by seven percentage points (FY23-24 58%; FY24-25 65%). Similar to last year, NMCD will increase its efforts in FY 25 - 26 with initiatives like professional development, training in differentiated instruction, data input/implementation, and pedagogical/andragogical approach to teaching (collaborative, integrative, reflective, and inquiry-based learning) improvement initiatives. NMCD plans to pursue this in the upcoming program year. Continuation of these improvement initiatives with explicit attention to interactions between goals, processes, and emerging outcomes can generate more thorough consideration of the range of components that influence sustained program implementation, leading to site improvement.

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

Measurable Skills Gains (MSG) High School Equivalency (HSE) Educational Functional Level (EFL)	Newly hired instructors have assisted in increased enrollments after an initial onboarding and progressive acclimation to correctional instruction. NMCD continues to refine recruiting and retainment practices for AE instructional staff. Due to AE staffing departures, facility staff have creatively addressed interruptions by organizing
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	and distributing learning packets tailored to the individual learners, use of technological devices such as Smart Communications and Study Buddy's. Similar of FY 23-24, NMCD continued its investment in digital tablets and statewide facility IT infrastructure in FY 24-25. The wide range of educational content includes: • Edgenuity, a leading provider of K-12 online curriculum for both a HSE/HSD attainment. • Essential Education, a provider of quality AE content for the pursuant of a HSE attainment. NMCD has also purchased paper-based resources/materials such as Kaplan GED / HiSET and GED Mastery. These have been found useful for all students in assisting with HSE attainment and attaining MSGs. Due to NMCD staff, use of technology, and paper-based resources/materials, NMCD will continue to direct students to these resources to supplement staff instruction and provide greater educational access outside the classroom.
Credential Attainment, Rate Employment, Employment, Median Earnings	NMCD is continuing to network and develop the necessary partnerships needed for incarcerated individuals released into New Mexico communities. This coordination of care is important to ensure that correctional facility programming efforts are built upon once released into the community. While this need is essential, it is also a challenge since individuals in each facility are released to a wide variety of localities in the state. To overcome this challenge, the program continues to building partnerships with different entities throughout the state in a collaborative effort for releasing students that are connected to a statewide network of organizations that can assist individuals through transition toward building stability and improved outcomes. It is also the case that through this network, NMCD can obtain data to improve programming and service efforts. Improvement initiatives with explicit attention to interactions between education and career goals, divisional processes, and anticipated outcomes have greater potential to influence program implementation and quality, leading to site improvement.

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

NMCD will continue focusing on three areas of potential improvement: policy and procedure development, training and implementation, and evaluation through data and research. NMCD will continue its efforts in developing and updating changes to existing procedures that may lead to better attendance rates, teacher

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and student engagement, and coherence with performance measures, which will assist students in achieving educational goals.

Staff training at all work locations is not just a necessity, but a vital component of our success. Comprehensive training ensures that program initiatives are implemented consistently and effectively across facilities, while equipping staff with the tools and resources necessary to foster an educational environment that supports both student and personnel. This training also ensures that NMCD programs are aligned with the WIOA plan, which focuses on career and educational services for all returning justice-involved citizens; in FY24-25, NMCD invested in digital tablets and the statewide facility IT infrastructure to support their rollout. The wide range of content includes Edgenuity, a leading provider of K-12 online curriculum, and Essential Education, a provider of quality AE content. NMCD will continue to direct students to these resources in FY25-26 to supplement staff instruction and provide greater educational access outside of the classroom. The creation of a new role for managing and implementing tablet content will create additional paths of access and learning. NMCD will continue to explore AE and ESL instructional modalities such as Burlington English.

The continued evaluation of program data and the retrieval of data from different departments, such as New Mexico Department of Workforce Solutions, is not just a process, but a critical part of our program improvement. This evaluation of data will determine whether procedures are having the intended outcome, and if the educational objectives are not being achieved, so that NMCD can determine whether the procedures need further adjustment or the implementation needs to be improved. Data can also assist with the development or adjustment of training/retraining for improved implementation. The gathering of data from different NM departments is utilized for quality monitoring in order to respond to educational challenges, improve programming, increase efficiency, and lower recidivism rates.

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

Performance Measure	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024 - 2025
# of NRS Participants	1369	905	878	1023	1042	1207
# of non NRS Participants	332	322	440	210	186	126
Post Testing Rate	66%	53%	49.50%	55%	58%	65%
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	39.23%	30.62%	30.61%	39.92%	55.64%	58%
Credential Attainment Rate (Table 5, last row of column G)	N/A	N/A	N/A	N/A	N/A	50%
Employment Second Quarter After Exit (Table 5, first row of column G)	33%	0%	0%	100%	27.78%	25.71%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	100%	0%	50%	100%	27.78%	25.64%

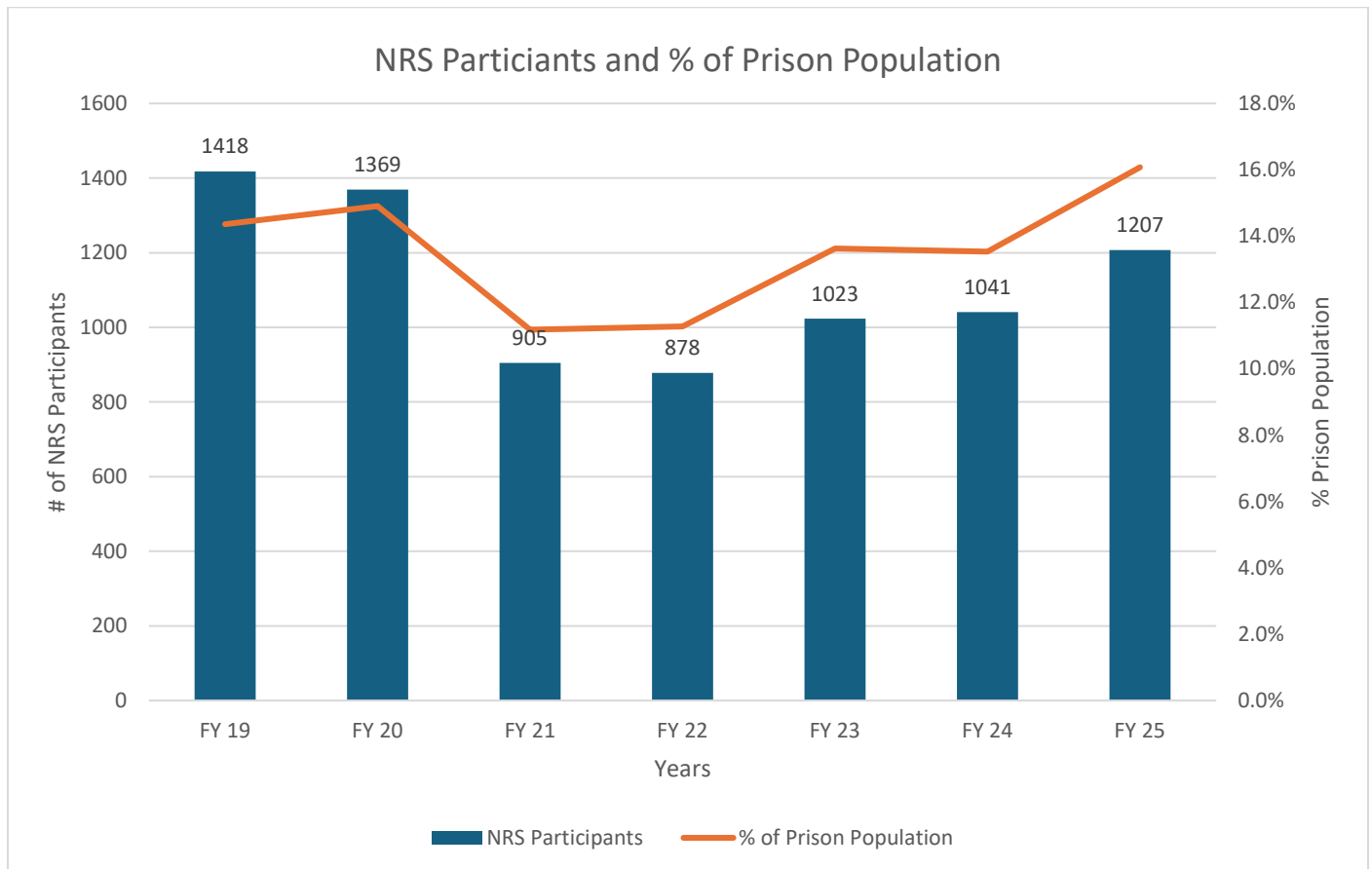
NMCD is seeing an upward trend in NRS participation, MSG /EFL attainment compared to other years. The number of Non-Participants has been on a downward trend throughout the years. This can be attributed to policies and procedures NMCD has updated through the years and increased employee professional development/training. Post-testing rates and MSGs are also showing improvements due to increased professional development and training. Lastly, NMCD was approved for an IET grant to be implemented FY24

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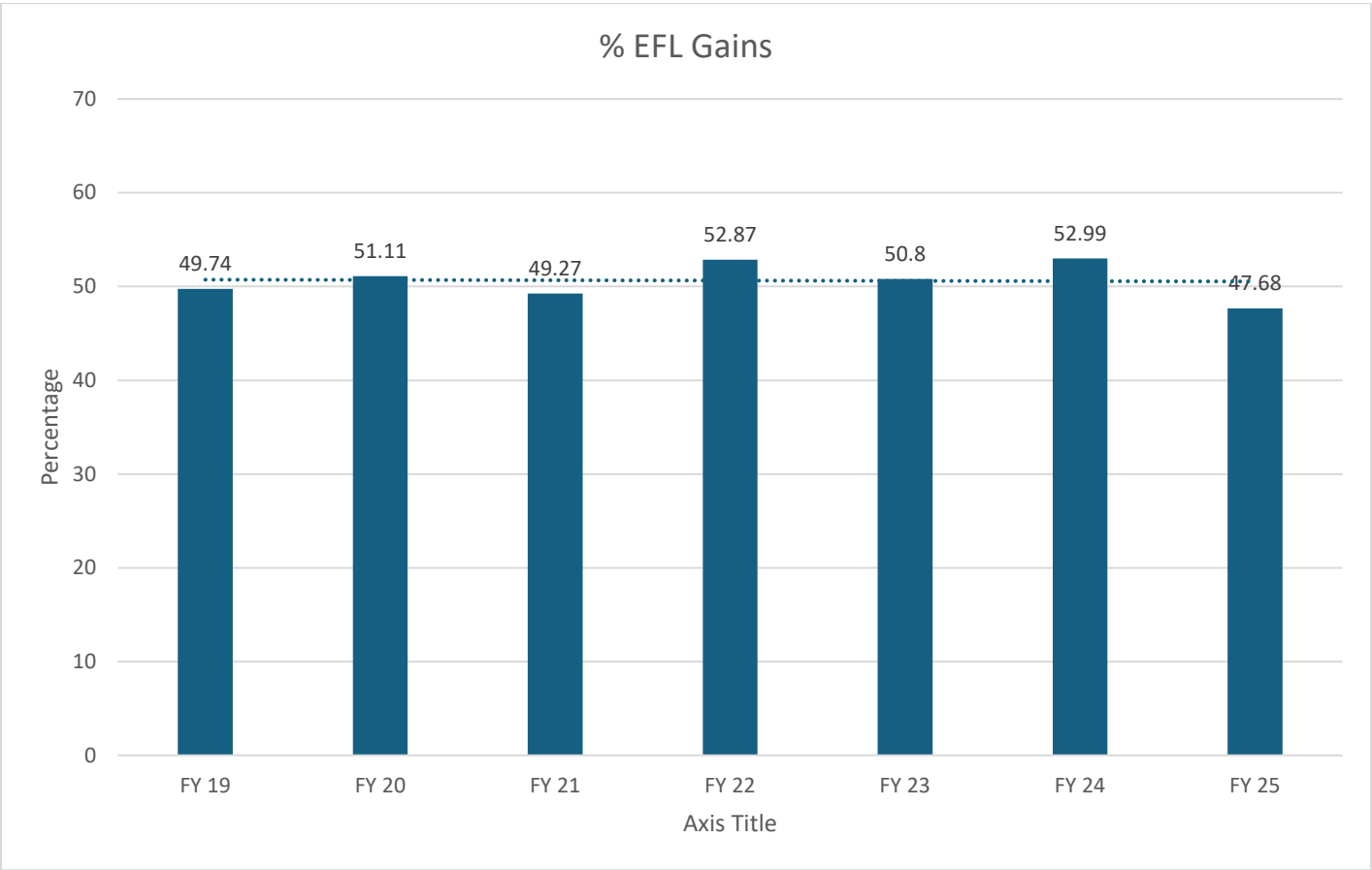
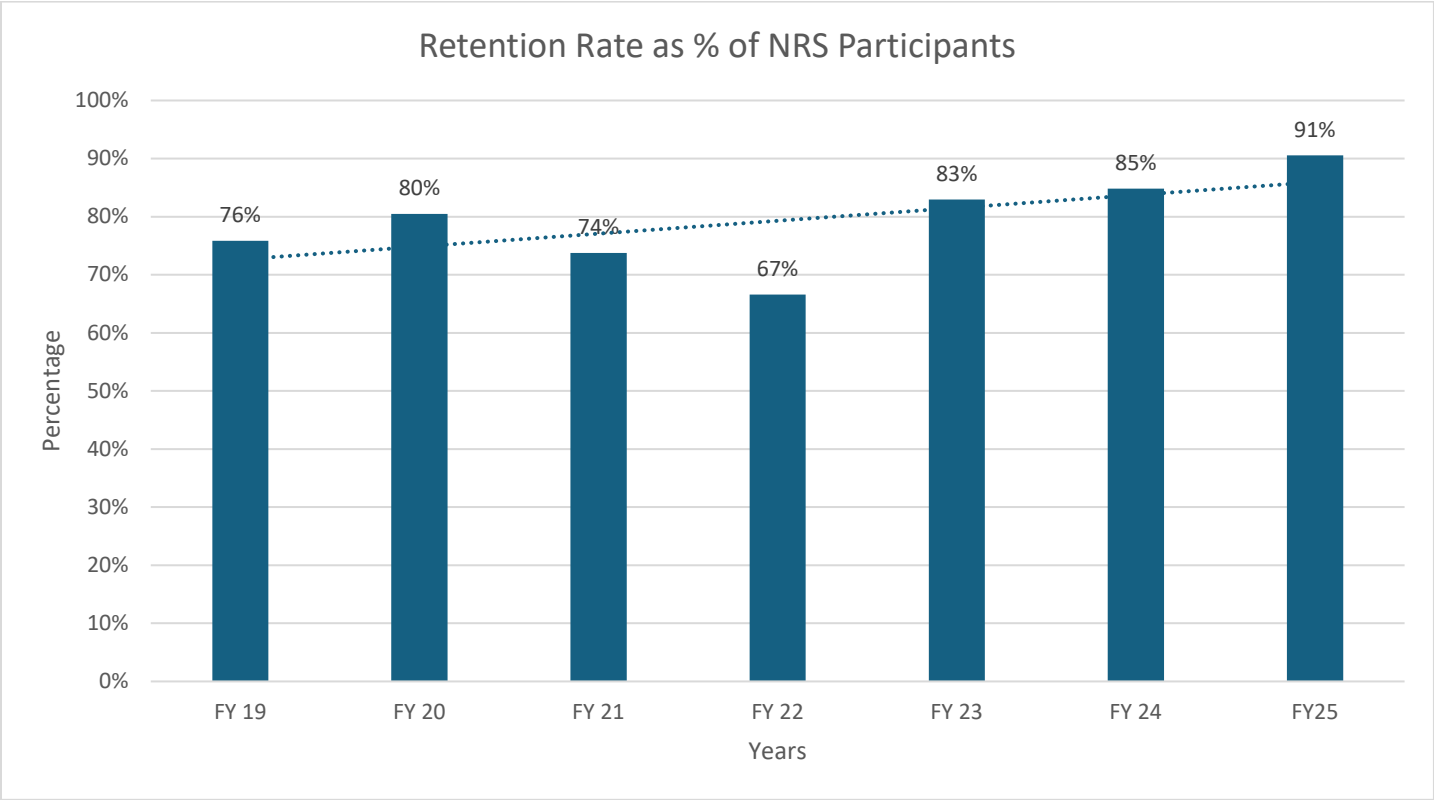
25. Through the IET HEO programs, 7 out of 10 participants were able to receive a MSG and 6 out of 10 were able to receive a certification under NCCER. FY 25-26 will be the best year yet for IET certification and MSG attainment. NMCD was awarded funding for its IET Culinary Arts that will be instituted at the Penitentiary of New Mexico. NMCD has also partnered with Mesalands Community College for its approved IET in Wind Energy and Northern New Mexico Community College for Electrical Certificate program.

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.

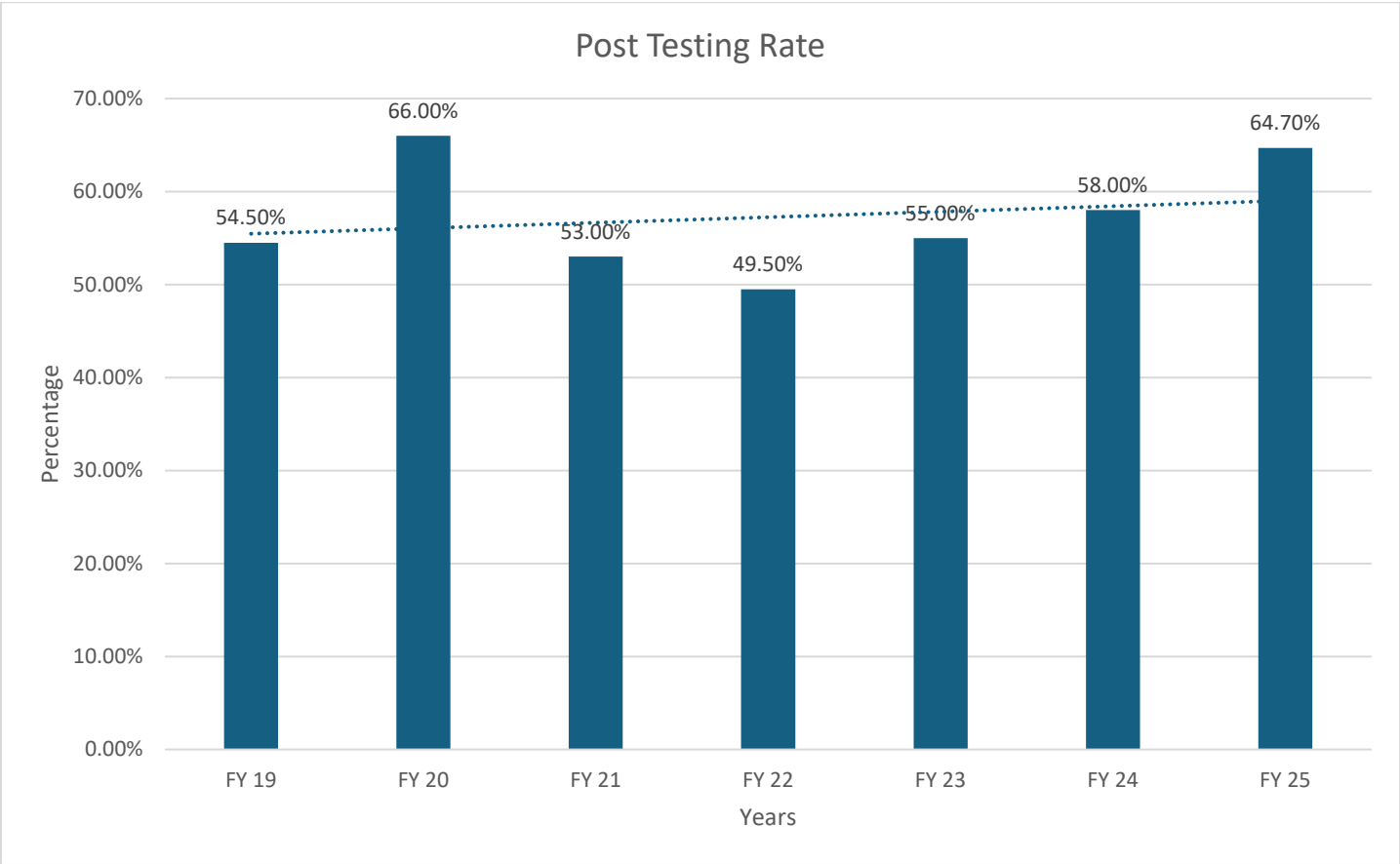
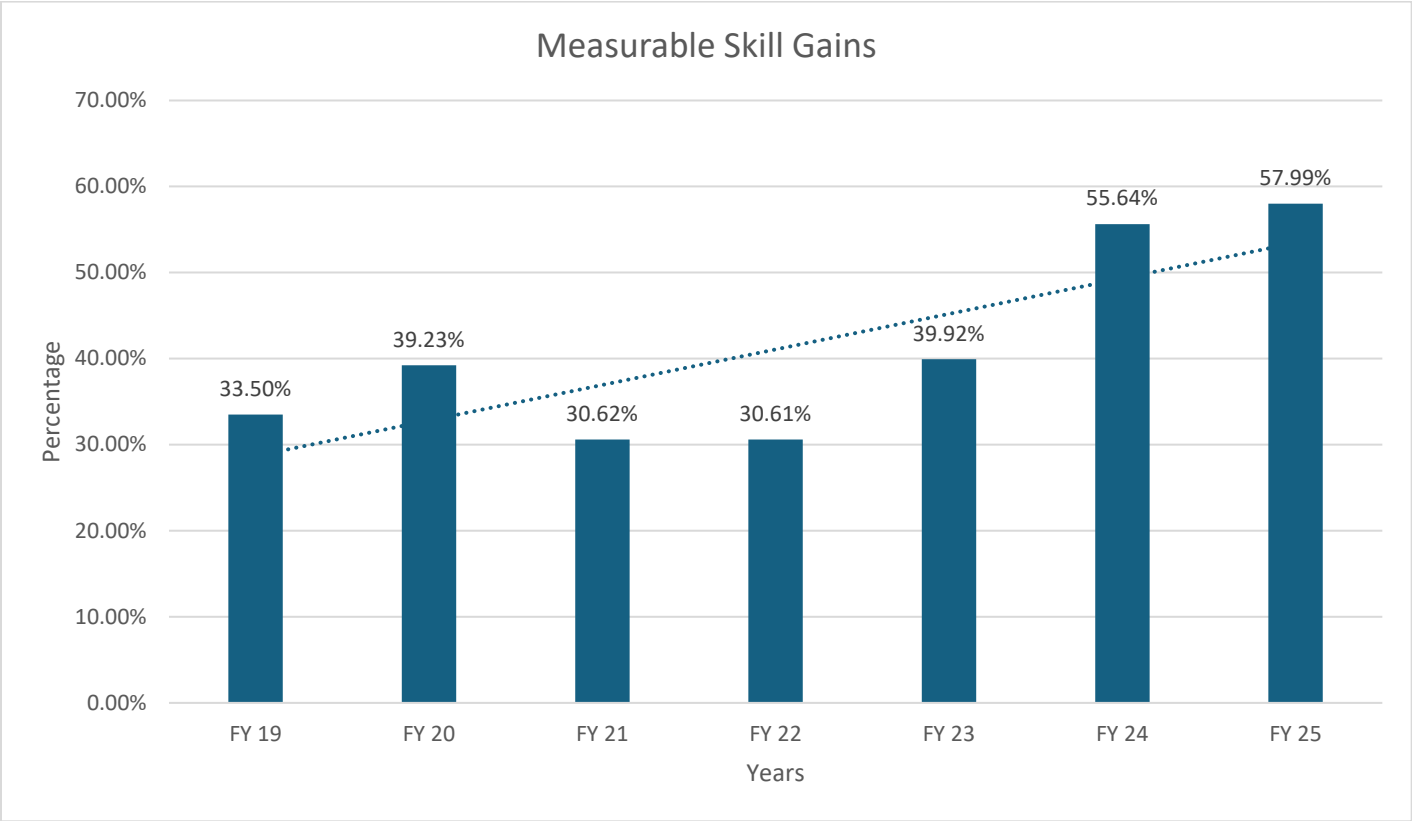
NMCD continues using data to examine individual facility trends, facility comparison regarding practice and procedure has emerged as a significant comparator. The comparison supported previous reviews, which revealed those facilities that diligently follow enrollment, testing, and data entry procedures do produce the highest percentages of measurable skill gains, and it also revealed the facilities with the lowest percentages this year were those at which there was a roll-over in key staff positions, especially the supervisor position. As a result, we plan to ensure more training for new supervisors and professional development for existing supervisors specific to AE procedures.



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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	1207	\$0	\$0
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	ABE Level I: 62 ABE Level II: 513 ABE Level III: 403 ABE Level IV: 218 ABE Level V: 8 ABE Level VI: 1 ABE Total: 1207 ESL Total: 0	\$0	\$0
Referrals to and coordination of activities with other programs and services.	Career Service	WIOA Northern Board • Culinary Art • HEO • HVAC • CDL WIOA Southwest Board • CDL WIOA Easter Board • Maintenance Tech • CDL	\$0	\$0
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	1207	\$267,457.69	\$221.59
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;	Career Service	Percent of inmates who have filled out a YES New Mexico Application at time of release: FY 20 98% FY 21 99% FY 22 99% FY 23 98.5% FY 24 96.5% FY 25 97%	\$0	\$0

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assistance under TANF, and other supportive services and transportation)				
Total:		1207	\$267,457.69	\$221.59
Integrated Education and Training (IET) programs	Training Service	10	\$100,000	\$10,000

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

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

NMCD has partnered with local Workforce Innovation and Opportunity Act programs to assist in reducing recidivism and improve employment outcomes for formerly incarcerated individuals. This is being done by providing job training, case management, and supportive services to assist in reentering the workforce and become a positive citizen within their communities. Both WIOA and NMCD staff assist students in developing and maintaining transition plans that include individual employment plan history and goals aligned with Workforce center procedures. Regional occupational needs based on the region and community to which the individual offender expects to be released, as well as any employment limitations due to the specific felony, shall be taken into consideration for determining appropriate employment goals.

- 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?

Projected release dates play a significant role in prioritizing goals and determining appropriate enrollments of programs and services. Since NMCD program resources are limited, the transition plan provides a means through which NMCD program providers may justify prioritization for justice-involved individuals with less time remaining before release to complete needed programs before those participants with longer sentences. Another benefit to setting employment goals with the projected release date as a primary factor is that it ensures sufficient time before the participant's release to complete other employability or CTE programs. Shorter-term projects or classes are included to ensure that pre-CTE and soft/hard skills, such as communication and professional conduct, and workforce preparation activities, such as digital literacy and understanding systems, are addressed to the greatest degree possible, given the time available.

Some challenges faced by our population this last fiscal year include the fact that programming and participation in CTE and soft/hard skills courses are each student's choice, and some choose not to participate. NMCD is working on expanding positive messaging to the population to make programming more desirable and encourage more participation. Another challenge is that in the community, NMCD still runs into barriers, with some employers not wanting to work with a criminal justice population and thus not hiring our clients. This is a topic that NMCD has addressed in statewide meetings and legislative sessions, and we hope to encourage more people in the community to assist us with the reentry of our students into self-sustaining long-term employment.

NMCD continues to make meaningful progress across several key areas, particularly in expanding educational opportunities within prison facilities. One of the most significant advancements has been the growth of the Reentry Division, underscored by the strategic hiring of new leadership roles: the Adult Education (AE) Director/Education Administrator of AE Programming, the Education Administrator of Post-Secondary

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Programming, and the Education Administrator of Career and Technical Education/Integrated Education and Training (CTE/IET) Programming.

These additions reflect NMCD's deepening commitment to education, workforce development, and reentry success. By prioritizing AE, CTE, and post-secondary pathways, NMCD is actively investing in the future of the justice-involved population—empowering individuals with the skills and knowledge needed to thrive both during incarceration and upon reentry into the community.

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.

NMCD is continuously working on an interagency commitment to career planning and advising to foster better coordination of programs and services. This will assist students in navigating changing landscapes and building on integrated systems for career pathways. NMCD administration is developing policies and programs to expand partnerships and transitional activities that could allow local career pathways to mature, both inside the walls and outside the communities.

- 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).

0
- 3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

N/A
- 4. Enter MSG rate of your IET participants.

N/A
- 5. Discuss successes, challenges, and lessons learned from IET programming this year.

The main challenges of running an Integrated Education Training program within NMCD include institutional logistics and security, limitations in technology and equipment, and systemic barriers that hamper students' success.

- **Security protocols:** Prison security is the highest priority and can cause frequent disruptions to programs. Lockdowns, staff shortages, or issues with escorts can lead to canceled classes or inconsistent schedules.
- **Limited resources:** CTE programs often struggle with a lack of dedicated classroom space, limited funding for high-quality supplies, and outdated, non-functional, or scarce equipment. This forces instructors to constantly adapt and can limit what skills are taught.
- **Technology restrictions:** Many correctional facilities have strict rules on technology access. This makes it challenging to deploy up-to-date learning tools and internet-dependent materials, which are critical for CTE students to be competitive in the modern workforce.
- **Student barriers:** Inmates entering CTE programs often have diverse and complex educational backgrounds. Many have unaddressed learning disabilities, addiction issues, or trauma, which makes it harder for them to succeed in a demanding training program.
- **Proper training for placement of data in student data management system.**

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.

NMCD has developed a more informative orientation and onboarding process for new program participants. At this moment, recently incarcerated individuals attend a committee meeting organized by several facility program providers, including Reentry Division staff, who discuss specific program processes. In continuation from FY23-24, NMCD trained Classification staff on the COMPAS risk, needs, assessment tool, which allows for greater insight into individual criminogenic needs, including educational needs. As this tool is implemented, Reentry is seeking to design informational materials that describe and detail educational processes, procedures, and policies. Reentry Division has recently hired a Reentry Special Projects Coordinator that will be exploring the viability of an onboarding process with rolling educational schedules and updating its standard operating procedures.

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 intensity of instruction varies with the security level in which the enrolled students are housed, playing a significant role in the number of instructional hours available to a student in a week. Students housed in the highest security settings have the least access to instructors or class time. For these students, technology is helpful at times, but since access to it is also limited, instructional packets are still the most practical means of increasing the amount of time these students participate in some form of instruction. Fortunately, these students only represent a small percentage of NMCD AE students. In addition, many of these students can transfer to lower security settings over time and participate in classes with a far higher intensity of instruction. For the students housed at the lowest two security levels, instructional hours usually are twenty to twenty-five hours per week and are limited by facility schedules and inmates' need to maintain facility jobs.

Quality of instruction is difficult to maintain over time, especially when facilities experience a high staff turnover rate. Evidence that program procedures are effective is revealed in annual audits, which consistently show that facilities with the highest ratings for following procedures also have the highest ranking for the percentage of students achieving measurable skill gains, but there is far more to quality instruction than following procedures. To maintain high-quality instruction, the program coordinator focuses on providing professional development and effective instructional resources and utilizes data reviews plus facility audits to determine instructional areas or locations that need more attention.

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.

NMCD utilizes distance learning through correspondence courses wherein the students correspond via internal mail and technical platforms such as Smart Communications digital tablets. These secured tablets and digital libraries offer cost-effective, scalable, and impactful ways to enhance inmate education and improve reintegration into society. NMCD is also utilizing technology to improve service and delivery in two ways. One is utilizing computers with instructional programs available in classrooms to help meet the needs of students who need visual aids or immediate feedback available in computer-based instruction programs. NMCD's

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investment of tablets for every incarcerated person with Smart Communications during FY24-25 has increased many opportunities for educational, reentry, and career-based programming/resources. It also fosters digital literacy, critical thinking, and self-paced learning.

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.

NMCD aligns its school curriculum with the Career and College Readiness Standards. This aligns student achievements in adult education with the expectations of employers and postsecondary institutions. TABE 11/12 assessment aligns CCRS to the curriculum through its blueprint resource (TABE 11/12 has blueprints accessible at <https://tabetest.com/resources-2/testing-information/blueprints/>). These blueprints give clear standards, allowing educators to understand where to focus their efforts and shape individualized instruction.

Following CCRS is not just a guideline, but a strategic move that forges a stronger link among adult education, postsecondary education, and the world of work. It ensures that students are equipped with the essential skills and knowledge required for success in colleges, technical training programs, and employment in the 21st century.

5. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.

As the AE program director, I am currently investigating two instructional design models, both provide a systematic process for developing effective and efficient learning experiences:

Backward Design-

1. **Identify desired results:** Define the long-term learning goals and outcomes.
2. **Determine acceptable evidence:** Plan assessments and tasks that demonstrate students have met the learning goals.
3. **Plan learning experiences and instruction:** Design the teaching and learning activities that will help students achieve the desired results.

ADDIE Model-

1. **Analysis:** Define learning needs, goals, and objectives.
2. **Design:** Outline the course structure, content, and assessments.
3. **Development:** Create the learning materials.
4. **Implementation:** Deliver the program.
5. **Evaluation:** Assess the program's effectiveness and make improvements.

The following learning theories explain the psychological processes involved in learning and guide the design of instructional strategies.

- **Cognitivism:** Rooted in the work of Piaget and Bruner, this theory focuses on the internal mental processes of learning, such as memory, concept formation, and problem-solving. It emphasizes presenting information in manageable chunks to avoid cognitive overload and facilitate the encoding of new knowledge.

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- **Constructivism:** Building on cognitivism, this theory posits that learners actively construct new knowledge and understanding by combining new information with what they already know. Curricula designed using this approach emphasize active learning, reflection, and connecting new knowledge to prior experiences.
- **Sociocultural Learning Theory:** This theory asserts that learning is a social process. It highlights the importance of social interaction with more knowledgeable others—such as teachers, experts, and peers—in scaffolding learning and fostering development.

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

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).

1207
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G).

57.91%
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.

For FY 25-26, NMCD will continue to dedicating itself to meeting or exceeding the state target for overall MSGs, EFL, and HSE completers. Secondly, students can utilize the skills acquired through program participation to build a strong foundation for success after release from education, reentry, and career-based programming.

To increase level gains, NMCD is actively working to enhance student motivation by connecting academic achievement with tangible post-release opportunities. By reinforcing the link between education and future success, NMCD aims to foster a sense of purpose and engagement among incarcerated learners. Reentry staff play a vital role in advancing this mission by leveraging a diverse array of learning applications and expanding access to innovative learning applications, expanding the use of technological resources, and thinking outside the box in terms of service delivery and instructional methods to students in the form of (digital tablets, ETV, Digital Interactive Whiteboards). This forward-thinking approach to service delivery and instructional methods reflects NMCD’s commitment to meeting students where they are and equipping them with the skills needed for long-term success.

Students under the age of 22 also have the opportunity to receive a high school diploma through Edgenuity. Edgenuity is an online curriculum that aligns with national, NGSS, and state standards. It is used to supplement classroom instruction in a virtual implementation and for both initial and credit recovery to gain a high school diploma. This curriculum and virtual learning allow NMCD to expand course offerings, offer more flexible learning options, and staff highly qualified, state-certified virtual instructors.

For the current fiscal year, NMCD has combined achieving High School Equivalency (HSE) credentials and fostering a career and life-changing culture. This shift is designed to develop the necessary network to ensure students have the opportunities and tools for a successful transition back to families and communities upon release.

Key components of our goal are being leveraged to focus both on HSE credential attainment and enhancing job, life, and career opportunities for participants through Integrated Education Training. This shift to a career culture, with elements such as contextualized instruction, individual life and career plans, and onboarding, is instrumental in achieving a career certificate and HSE attainment. This model offers citizens returning from incarceration and their families a comprehensive, community and relationship-based approach to reentry that begins in prerelease and continues with long-term support. These programs engage and unite incarcerated

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individuals, volunteers, community organizations, and others to establish a support system that can lead to better outcomes. Students can leave the program with life goals, a career plan, self-confidence, and more support, thereby reducing the likelihood of returning to a correctional setting.

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.

NMCD reentry staff would benefit from professional development for adult educators focused on enhancing their ability to teach diverse adults by integrating adult learning principles like andragogy, experiential learning, and Universal Design for Learning (UDL) into their practice. Key components for NMCD reentry staff for professional development include:

- **Embracing Andragogy**
Understand that adult learners are motivated by relevance and want to apply their past experiences. Professional development should reflect this by being task-oriented and connecting learning to real-world scenarios.
- **Prioritize Experiential Learning:**
Design PD that incorporates projects, simulations, workshops, and on-the-job training to build skills and confidence.
- **Promote Inclusive Instruction:**
PD should equip educators with strategies like Universal Design for Learning (UDL) to create equitable and respectful learning environments for all.
- **Offer Choice and Flexibility:**
Provide a variety of learning formats, such as reading, podcasts, online courses, and group projects, allowing educators to choose methods that suit them best.
- **Focus on Practice and Feedback:**
Effective professional development includes opportunities for educators to practice new strategies, receive feedback, and follow up on their progress.
- **Blended Learning:**
Combine self-paced online modules with live virtual or in-person sessions for deeper discussion and hands-on activities.
- **Peer Collaboration:**
Encourage educators to collaborate on projects and share their expertise, which can be a powerful way to learn from each other.
- **Reflection and Self-Assessment:**
Incorporate reflective practices to help educators analyze their experiences, identify lessons learned, and track their growth.

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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.

\$0

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

\$0

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

Total hours contributed	Fair Market Value per Hour	Total
N/A	N/A	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	N/A	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	N/A	N/A

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

N/A

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

N/A

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

N/A

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) **20,346 square feet of space utilized for AE program services**

Square footage of donated space	Fair Market Value per Square foot	Total
N/A	N/A	N/A

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

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
IET Pilot (Heavy Equipment Operator – SNMCF)	\$100,000.00
WIOA CTE Programs (Southwest, Northern, Eastern Board)	\$725,100.00

B. Program Income Activities

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

None

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
None	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.