

# New Mexico Adult Education Local Program Annual Report 2024-2025

## Annual Program Report Cover Page

|                                                           |                                                                                                                                         |                   |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Program Name:                                             | PACE                                                                                                                                    |                   |
| Institution or Organization:                              | NMSU-Alamogordo                                                                                                                         |                   |
| Address:                                                  | 2400 N. Scenic Drive                                                                                                                    |                   |
| City:                                                     | Alamogordo                                                                                                                              |                   |
| County:                                                   | Otero                                                                                                                                   |                   |
| Zip:                                                      | 88310                                                                                                                                   |                   |
| Main Phone:                                               | 575-439-3812                                                                                                                            |                   |
| Website:                                                  | <a href="https://alamogordo.nmsu.edu/academic-affairs/pace/index.html">https://alamogordo.nmsu.edu/academic-affairs/pace/index.html</a> |                   |
| Social Media:                                             | Facebook                                                                                                                                |                   |
|                                                           |                                                                                                                                         |                   |
| Workforce Region(s) Served:                               | Eastern Area Workforce                                                                                                                  |                   |
| New Mexico Counties Served:                               | Otero                                                                                                                                   |                   |
| Submission Date:                                          | 8/21/25                                                                                                                                 |                   |
| Program Director, Manager, or Coordinator Name and Title: | Maria Saenz, Director ASC/PACE                                                                                                          |                   |
| Contact Information:                                      | Phone(s):                                                                                                                               | 575-439-3813/3811 |
|                                                           | Email:                                                                                                                                  | Msaenz74@nmsu.edu |
| Alternate Contact Name and Title:                         | Dillon Brusuelas, Data Technician                                                                                                       |                   |
| Contact Information:                                      | Phone(s):                                                                                                                               | 575-439-3814      |
|                                                           | Email:                                                                                                                                  | dillonh@nmsu.edu  |

  
\_\_\_\_\_  
Signature of the Chief Executive Officer or Designee

8/25/2025  
\_\_\_\_\_  
Date

Dr. Mark P. Cal, Chief Executive and Academic Officer  
\_\_\_\_\_  
Name and Title

# New Mexico Adult Education Local Program Annual Report 2024-2025

## Section I. Program Narrative Report

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 PACE program serves students from Alamogordo, Tularosa, Mescalero, and Cloudcroft communities located in Otero County. The 2024 population for Alamogordo is 31,667 and average hourly rate is \$24.46 and may be lower depending on specific jobs.

Students served range in ages 16 – 69 for the 2024-2025 year. Sessions are comprised of 2, 8-week sessions fall and spring. Classes are 3 days a week, 2 hours per class. Classes will be extended to 2.5 hours in the fall. Math 100/101/102, English 101/102 and ESL I and II are classes offered. Science and Social Studies are integrated into all classes in addition to work skills, and digital literacy. Further, all of the classes in the second session of Spring had a two-week intensive mini course on Digital Literacy using the Microsoft courses, Working with Computers, and Working and Collaborating Online.

The curriculum used in classes are through Essential Education and Burlington English for ESL. Instructors incorporate additional resources, differentiation, and contextualization. Reading is a focus in all classes to increase comprehension. Formal and informal assessments are part of all classes for progress monitoring. Journaling is also used in English and ESL classes to increase writing skills.

IETs are offered in Food Manager, which include Blood Born Pathogens, and Bring Your A Game, which are stackable credentials. Pace partners with Allied Health on campus to offer Phlebotomy as another IET, with 6 slots allocated for PACE. Tuition, scrubs, books, and shoes are paid for students. In addition, students in both IETs were given a \$3,000 stipend to offset costs for attending and to increase retention rates.

The PACE program has 3 full time and 1 part time instructor. One has a BS Degree in Education, another has a BS Degree in Psychology, and the third instructor has a BS in Counseling and a Master's Degree in Curriculum and Instruction. The PACE program success is accredited to the expertise and experience of the instructors. There is a part-time instructor for ESL, and this is an area the program is focusing on for improvement.

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

A challenge for PACE has been improving and maintaining a consistent level of performance for the ESL population. Note the graph and change in MSGs in the past 2 years. Diligent review of data and reviewing how the classes were taught and making changes incorporating best practices were made.

## New Mexico Adult Education Local Program Annual Report 2024-2025

|             |                   |
|-------------|-------------------|
| 2023 - 2024 | ESL MSGs - 8.33%  |
| 2024 - 2025 | ESL MSGs - 42.31% |

The inconsistency of a part time instructor is evident in the data. However, in 2024-2025 a more involved approach from the full-time staff was initiated to act as lead instructors for the part time instructor. Developing the curriculum that is standards aligned and serving as support through the session has been a positive change as indicated in ESL MSGs from 8.33% two years ago with an improvement to 42.31% for 2024-2025. The plan for the next year is to follow the same process and include professional development opportunities aligned with ESL instruction to include a PLP (Professional Learning Plan).

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?

In-person classes seem to be where the PACE population are the most successful. The day-to-day progress monitoring is a best practice that keeps students engaged and increases retention. There are a few students that are in a hybrid class and there is one student that is total online and due to her living out of Alamogordo. As mentioned, our students fare better with daily pulse checks, and consistent progress monitoring and that may be due to many of our students having very low confidence as learners. The positive relationships the instructors establish with students helps to build confidence and start to feel successful. Encouraging instructors to serve students and build positive relationships has proven to be a best practice for PACE. However, every student has their own unique barriers, and it behooves the program to find the best learning option for students. Not having a one size fits all mentality is necessary in understanding individuality and providing the best learning opportunities.

The plan for 2025-2026 will continue with what is in place regarding meeting individual needs. Classes will continue to incorporate Digital Literacy, and distance learning will be determined on a case-by-case basis. Due to the income level of many of the PACE students, digital equity will be addressed by offering laptops for use in classes, an open computer lab for after class work, internet access, and Zoom options for students unable to be physically in class. Most importantly to having these resources is making sure students are learning the use of technology effectively.

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

(Formal) PACE has a formal partnership with the Eastern Area Workforce Development Board with an MOU in place that is updated annually with opportunity for input on any changes.

(Informal) PACE has a 5-member Literacy Board comprised of community partners that meet quarterly to support and help plan events for the program. In addition, they serve as resources from the community to share with students.

## New Mexico Adult Education Local Program Annual Report 2024-2025

(Formal as per EAWDB MOU) PACE works closely with DVR. The past two years, PACE has served as a job location for DVR clients that need a job placement. They learn office skills, working with students, and most importantly collaborate with the PACE Team in all initiatives. This has proven to be a working relationship that benefits both programs.

(Informal) One staff member participates in the OCJJB – Otero County Juvenile Justice Board and attends the monthly meetings. The goals of the Board are to address juvenile issues in Otero County and work with educational entities, and other community programs to offset the problems.

(Informal) Relationship with TRIO-NMSU, Las Cruces. They provide tutoring, work skills resources and trainings, GED/HiSET prep camps and events are held on the NMSU-A campus specifically for the PACE students.

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 how did you address them?

The PACE team all complete the PLP annually specific to their job title. Once the PLPs are completed, they are reviewed and discussed. Upon review of the PLPs, the domains that the team feel are most in need of improvement are selected as a goal for the year.

The goals generated for 2024-2025 are based on the PLPs completed by Director, Data Tech, and Instructors. The goals were as follows:

- Create a program culture where staff, faculty, and learners are treated with fairness, dignity, and respect.
- Manages data to provide accurate and effective program reporting.
- Pursue professionalism and continually build knowledge and skills.
- Plan and deliver high quality, evidence-based instruction.

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

The PLPs are the driving tool used to identify professional development priorities. The most beneficial PL experiences this past year were in the way of IET development/implementation and creating a culture of fairness, dignity, and respect. The team selected a book, *The 5 Languages of Appreciation in the Workplace*, by Gary Chapman & Paul White. Every staff meeting was started with a book discussion with everyone taking a chapter and leading the discussion. The book provided an inventory to complete, MBA Inventory, *Motivating By Appreciation*. The inventory is designed to identify your language of appreciation. The book breaks down 5 different languages and what works best for your style.

Above the various webinars, conferences, and campus-based trainings the book study was the most impactful. It allowed the team to discuss what is meaningful for them and how to best be a support in the workplace. In addition, it made everyone cognizant of our students and how they may see appreciation.

## New Mexico Adult Education Local Program Annual Report 2024-2025

The book study set the tone for the next topic, which is how to make students feel welcome. Program practices have a stronger focus on students and staff as individuals and building an environment of learning that respects differences.

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

The initial challenge was getting everyone on the same page and direction of what the PLP was designed to do. Once everyone learned the process and discussions started, they understand the structure it brings to staff practices for improvement.

Successes are that the PLP process is now in the start of the third year. This year there will be an added component to the PLP. The Instructional – Performance Observation tool, which is used when the director observes in classrooms will be tied to the PLP. Instructors have identified and prioritized their goals that will be the guiding focus for instructional performance and improvement.

- 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?

The PACE program has consistently completed and used the PLPs since its implementation in June 2023. The PLPs continue to work for the program but there may be a time when the tool may need to be revisited and revised. Suggestion might be to expand Performance Indicator 4.4.3, which mentions career goals but possibly add indicators that encourage more invasive career planning with students.

# New Mexico Adult Education Local Program Annual Report 2024-2025

## 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)                          | 118    |
| Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)                   | 11     |
| Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE | 68.64% |
| Level 6 students minus number of Alternatively Placed participants from Table 4, column B)          | 1      |

| Performance Measure                                                                                 | PY 2024-2025<br>Negotiated<br>Level of<br>Performance | PY 2024-2025<br>State Goals | Program Performance<br>2023-2024 | Program Performance<br>2024-2025 |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------|----------------------------------|----------------------------------|
| Measurable Skill Gain, MSG (Table 4, Grand Total of last column)                                    | 40%                                                   | 56%                         | 55.08%                           | 66.1%                            |
| Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A | 31%                                                   | 43%                         | 0                                | 60%                              |
| Employment Second Quarter After Exit (Table 5, first row of column G)                               | 41%                                                   | 44%                         | 45.3%                            | 46.23%                           |
| Employment Fourth Quarter After Exit (Table 5, second row of column G)                              | 41%                                                   | 45%                         | 54.88%                           | 44.35%                           |
| Median Earnings Second Quarter After Exit (Table 5, third row of column F)                          | \$4,600                                               | \$4,600                     | \$4,929.01                       | \$4,435.73                       |

# New Mexico Adult Education Local Program Annual Report 2024-2025

## Section III. Evaluation of Program Effectiveness

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.

The retention rates for 23/24 are 86.36% with an increase in 24/25 to 91.47%. The increase in retention rate has to do with the dedicated and consistent collaborative efforts of the PACE team.

The PACE staff work on a continuous improvement plan, which correlates with program goals, PLPs, and overall program growth to retain students. Staff development meetings are held bi-monthly with the incorporation of a community of practice separate from staff meetings. Book readings and staff discussions use program data to monitor attendance, tardiness, and most importantly student success. Instructors share ideas for students struggling and how to differentiate and provide additional support with the use of Essential Education.

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.

The post-test rate for 23/24 was 70.17% and decreased to 68.64%. There were 81 students post-tested in 23/24 and 80 students in 24/25. One student was the reason for the decrease. Close monitoring of enrolled students needing to post-test will be completed for the 25/26 year to ensure there is not a decrease. This will be established by having student's post-test once they reach 40 hours of instruction as opposed to waiting until session completion.

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

Measurable skill gain state goal was 56% and the PACE program MSG rate was 66.1% therefore exceeding the state goal. Continuous data monitoring and the use of Essential Education, supplanted with other resources has proven a positive practice for PACE.

Credential Attainment state goal was 43% and the program performance rate was 60%. The program exceeded the state goal, and this was due to the immediate scheduling of students to official test and following up with actual completion of testing. In addition, during Onboarding, testing process is explained and instructors are closely monitoring progress to determine readiness levels.

Employment Second Quarter after Exit state goal is 44% and the program rate was 46.23%. The relationship with community partners, IET implementation, and Career Navigator have embedded criteria, which results in students finding employment before or quickly after leaving the program. Work skills and information received from Workforce partners better prepare students for employment opportunities in the community.

## New Mexico Adult Education Local Program Annual Report 2024-2025

Employment Fourth Quarter after Exit state goal is 45% and the program rate was 54.88%. The students that enter the program that have jobs have been employed for a while and continue working while taking classes. Upon exit they either transition to better jobs or move up in existing positions to higher pay rates.

Median Earnings Second Quarter after Exit state goal is \$4,600 and the program earning was \$4,435.73. A couple of issues may be impacting this rate causing a decrease. The trend the past couple of years show many students that are not employed and many have career goals that will require commitments to postsecondary education and the job opportunities have fluctuated in various markets. Retail is the largest industry and overall has remained constant, Health care has grown, however, many of the jobs require a certificate or degree. Retail being a constant is not a job that most students want to pursue. These are factors that have impacted the earnings for students.

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

Employment Fourth quarter state goal was not met. Capturing social security numbers is one way in which to identify student employment. The program will work to ensure that social security numbers are documented to have a more accurate rate for this requirement.

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

The overall trends show a growth trajectory and the biggest impact for success has been the full implementation of Essential Education. The components for the platform provide GED/HiSET pathways of learning, assessment, learning plans, and lessons designed to enhance learning of specific skills. In addition, there are a plethora of learning opportunities through webinars for instructors. Another positive is having 3 full time instructors that are highly qualified. Program goals, consistent team collaboration, and data monitoring are also proven best practices.

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.

Attendance is monitored closely and discussed to manage vulnerable students that may drop or have issues with attending. Invasive tracking and discussions with students build positive relationships.

Community of Practice meetings are and will continue to be held bi-monthly. Data is discussed at every meeting, building positive relationships with students, assessment reviews, sharing of teaching strategies, using the various tools in Essential Education are a few of the topics discussed. Overall, the idea behind the community of practice is to build community with instructors and monitor program progress.

Instructors noticed a trend with several students that were having difficulties with comprehension, vocabulary, reading for knowledge, writing, summarizing text, read and respond, and overall ability to read directions. Looking closely at test scores helped instructors to identify gaps and adjust instruction accordingly.

Alternative Placement Testing has been integrated for 25/26 in addition to the TABE. The goal is to identify students that may be ready to official test and not gatekeep students in classes. Further, it provides instructors with a comprehensive overview of writing readiness that is more comprehensive than TABE.

# New Mexico Adult Education Local Program Annual Report 2024-2025

## 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 per Participant, Excluding</i> Administrative Costs |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Outreach, intake, and orientation information                                                                                                                                                                                                                                                                                          | Career Service      | 129                                                    | 6,745                                                                                                            | 52                                                                                       |
| Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs                                                                                                                                                                      | Career Service      | 129                                                    | 730                                                                                                              | 6                                                                                        |
| Referrals to and coordination of activities with other programs and services.                                                                                                                                                                                                                                                          | Career Service      | 74                                                     | 323                                                                                                              | 4                                                                                        |
| 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      | 183                                                    | 675                                                                                                              | 4                                                                                        |
| 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      | 101                                                    | 452                                                                                                              | 4                                                                                        |
| <b>Total:</b>                                                                                                                                                                                                                                                                                                                          |                     | 616                                                    | 8,925                                                                                                            | 70                                                                                       |
| Integrated Education and Training (IET) programs                                                                                                                                                                                                                                                                                       | Training Service    | 17                                                     | 0                                                                                                                | 0                                                                                        |

## New Mexico Adult Education Local Program Annual Report 2024-2025

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.

Local One Stop staff are invited to Onboarding to share work force information with students. In addition, the Youth Career Coach comes to the PACE program intermittently during sessions to meet students individually and follow up with services. Two PACE representatives attend all Community Partners Meetings for Otero and Lincoln County workforce. Also, two PACE team members attended the All-System Training in February. Finally, PACE has two annual literacy events for students and their children. The local workforce is invited and partake in panel discussions, resume/interview sessions, and overall workforce opportunities in Otero County.

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/WorkforceBoards>. 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?

PACE is represented in meetings and trainings sponsored by the Eastern Area Workforce Development Board. Refer students to workforce, reciprocate invitations to workforce for opportunities to meet and share resources with PACE students. PACE is committed to the obligations set forth in the MOU and are diligent in fostering the relationship.

What's working well? One of the Career Coaches is quick to respond when invited to events and meetings, her schedule permitting. PACE recognizes the requirements of the MOU relationship and invites the Local Work Force team to events. The One Stop Operator Eastern Area NM works well with PACE in meeting partner requirements.

What are your biggest challenges? The relationship with the local office is not in alignment with the objectives of the MOU, and there is lack of communication on their part. In the fall of 2024, PACE worked with NMSU-A Student Services and the Local Work Force to update the ETPL (Eligible Training Provider List) to ensure Phlebotomy was listed. Once this was accomplished, we were told there weren't any funds available for the Phlebotomy students. Funding shortages are something we all experience, but it was the initiative of the PACE program that led to the updating of the ETPL. To date, there have been no inquiries, questions, or support of the IETs or students in general. Oftentimes when questions are asked by a PACE staff member, they are deferred to someone else with no response from anyone.

In April, Americas Job Center (rebranded name) sponsored a hiring event in the NMSU-A, Tays building. The PACE office is part of the TAYS building, and our students were not invited, nor did we know about the event. There have been other events they've hosted, and the PACE students were not included. There is not a reciprocal relationship. PACE will continue to reach out to the local office here in Alamogordo and hope for a positive change.

# New Mexico Adult Education Local Program Annual Report 2024-2025

## 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.
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).

29
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

24.58%
4. Enter MSG rate of your IET participants.

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

Successes are the numbers of students participating in our IETs. The financial incentive was certainly the catalyst for the increase. However, student participation, attendance, and completions were a success. The IETs increased student abilities to engage in group discussion, writing and reading, and problem-solving skills.

A challenge with the Food Manager is to plan enough time to have all the student’s login information ready to go as this took a couple of days in working with vendors to receive.

Spring 2025 was the first year that students were dual enrolled in PACE courses and Phlebotomy course offered by NMSU-Alamogordo. Three students successfully completed the course and passed the national certification. These students were also the highest performing Phlebotomy course.

Challenges identified were the need to have a more in-depth interview with each student to determine each one’s level of commitment. The Phlebotomy course is not one that students can coast through. The textbook is written at a college level, and the course itself requires completing assignments and tasks online, in class, and in groups. Another issue was not having a day and time to meet with each student to discuss individual challenges. The IET instructor informally met and spoke with the participants, but this needs to be scheduled and intentional.

The biggest lesson learned is to have commitment from the participants prior to the first day of enrollment as the Phlebotomy course is popular and fills up quickly. Having their commitment early also allows additional time to collect immunization paperwork and to order course materials and uniforms.

Finally, ensuring that Allied Health communicates to Student Services that 6 slots are reserved for PACE students.

# New Mexico Adult Education Local Program Annual Report 2024-2025

## 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.

The process for Onboarding is a 5-day process. Every student that registers for classes with PACE are interviewed to see how we're best able to assist in their educational journey.

Day 1: Interviews are scheduled from 9:00 – 4:00. The interview team consists of Director and 3 Instructors. The Data Tech attends as schedule permits.

Day 2: Interviews continue, and testing is scheduled for students have completed registration paperwork and interview.

Day 3: Interviews continue, and testing continues.

Day 4: Completion of testing.

Day 5: Onboarding is a full day as per the following agenda.  
Welcome/Introductions, Bowl of Questions icebreaker activity.

Presenter: Accessibility Services available for students, time is provided for students to meet with the Accessibility Coordinator to discuss accommodations.

Presenters: Academic Support Center on campus share tutoring resources for students.

IET Overview provided to inform and share information about Phlebotomy and Food Manager.

Essential Education overview to introduce students to the platform and what will be integrated through instruction.

Policy/Procedures presentation as per NMSU-Alamogordo campus.

Official Paperwork, time given for anyone needing to complete.

Lunch break – meal provided (food donated by different individuals)

Bootcamp – ½ day. There are group activities in each of the following areas: Campus bingo, soft skills intro., Communication (verbal/non-verbal), Teamwork, Adaptability, Problem Solving and Creativity, Interpersonal Skills, Time Management, Leadership, Attention to Detail, and Digital Literacy for Adult Learners.

## New Mexico Adult Education Local Program Annual Report 2024-2025

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.

Classes are offered on Tuesday, Wednesday, and Thursday. ESL classes are 2 hours daily, 6 hours per week, for a total of 48 hours.

English I/II are 2 hours daily, 6 hours per week, for a total of 54 hours.

Math I/II are 2 hours daily, 6 hours per week.

There are 2, 8-week sessions per semester.

Post testing as per publisher guidelines recommend testing after 40 hours of instruction. The students will be post tested after 40 hours of instruction as opposed to being tested upon completion of the session.

Instructors have incorporated resources to align with Essential Education and learning plans. Through trial and error of instructional delivery has been the baseline for setting the amount of time needed per subject/per class.

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.

Digital Literacy: An overall activity was given to all students during the Onboarding prior to the beginning of each session. Components addressed through discussions and activities included Technical, Civic, Communicative, Collaborative, Computational Thinking, Investigative, and Productive. These presentations used the framework from the Maryland Department of Labor's Adult Education (<https://labor.maryland.gov/adultliteracy/digitalliteracyframework.pdf>). Activities included using digital tools like browsers, as well as password basics. Students were all asked to check the security of a password by typing it into Bit Warden's password strength testing tool. Students were also introduced to collaboration tools and platforms, the use of Immersive Virtual Reality, and reliable websites. Each instructor was then able to incorporate all these tools into the courses as needed.

The continuation of information on digital literacy in the second session of spring had a two-week intensive mini course on Digital Literacy using the Microsoft courses, Working with Computers and Working and Collaborating Online. This learning pathway was beneficial, but students ran into problems accessing the material on their own with a free Microsoft account.

Career Navigation: The PACE program provides career navigation services to all students, helping them set and reach education and career goals through personalized guidance, planning, and support. From intake and assessment to individualized career and education plans, students receive coaching in workforce readiness, interview skills, and digital literacy. Career goals are connected directly to College and Career Readiness Standards and provide clear pathways into postsecondary education, training, or employment.

Also addressed are barriers that can prevent student success, such as transportation, childcare, technology access, financial challenges, academic skill gaps, and disabilities - linking students to program, campus, and community resources. These wraparound services include academic advising, tutoring, GED/HISET prep, career exploration, job fairs, and connections to workforce development agencies,

## New Mexico Adult Education Local Program Annual Report 2024-2025

nonprofit aid, health clinics, and campus support services. These coordinated supports ensure students have the tools and resources to overcome challenges and achieve their goals.

Online learning is offered to students that have a proven record of attendance and success. Jobs, family obligations, and distance are considerations for online learning. There is one student from Germany that is taking an online ESL class. Both instructors work with the student needing online classes to ensure they have technical and academic support.

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.

All English and math curriculum are aligned with CCRStandards. Example, English 101, Reading, students learn to identify main ideas, locate key details, and follow sequences in short, simple passages (aligned with CCRS Level A/B). Reading Instruction covers headings, bold print, pictures, and charts to build navigational reading skills. Reading tasks focus on everyday texts (forms, schedules, signs, simple instructions) as CCRS emphasizes real-life applicability.

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

Program Design: The PACE program envelops Servant Leadership as detailed in the early works of Robert K. Greenleaf. The theory is based upon building community, serving others, and supporting growth. The students that enter our doors are looking for a better life, a way to attain the things that will help them in the workforce, furthering their education, and most importantly for their families.

Providing a positive learning environment for students, making this a place where people want to spend time. Although there are components that are presented as punitive, the message can be changed in a way that is helpful and not negative. Example, all signage in the building is displayed as helpful without using words such as no, don't, stop, etc. Things this simple make a big difference.

Curriculum Development: One instructor has a degree in Curriculum and Instruction and another instructor has experience in integrating and understanding CCRS. Combined they bring experience and expertise to the rest of the team to develop curriculum. However, curriculum used in classes is determined by the resources needed to enhance Essential Education as we've found EE to be robust, adaptable, and flexible to the diverse needs of students.

Reading and writing are inclusive of the curriculum, if students can read, they will be successful in all subjects.

Leadership/management practices: There will always be decisions that have to be made unilaterally but for the majority of other decisions, they are made with team input. Through the use of a Community of Practice, which meets bi-monthly, and staff meetings held monthly, instructors are given the opportunity to discuss any changes, events for students, curriculum, purchases as a team. Further, when instructors have

## **New Mexico Adult Education Local Program Annual Report 2024-2025**

a problem, they are encouraged to bring a solution to the table. Input is necessary for goal attainment, strengthening the team, and overall, a positive working/learning environment.

Further, every person in the program can use their strengths to lead others in professional learning, curriculum development, data review, assessment practices, classroom management, creativity, technical support, and student success.

Staff trainings: The use of the Professional Learning Plans integrated into program design two years ago has provided a process that's individualized to identify instructor, data techs, and director strengths and weaknesses. In addition, the use of the PLPs is used to set annual program goals. Once the PLPs are completed/updated for the year, and goals are set, professional development options are identified for the year.

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

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

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

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B).

N/A
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).
- Achieved Citizenship Skills
- 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).

1. Please indicate the number of Corrections Education and the Education of Other

2. Institutionalized Individuals students (12+ hours) served (Table 10, column B).

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

4. 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.

5. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

N/A

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

8,925

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 |
|                         |                            | 0     |

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

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

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

|                         |                            |            |
|-------------------------|----------------------------|------------|
| Total hours contributed | Fair Market Value per Hour | Total      |
| 85                      | \$26.95                    | \$2,290.75 |

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

0

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

0

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

0

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

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

|                                 |                                   |             |
|---------------------------------|-----------------------------------|-------------|
| Square footage of donated space | Fair Market Value per Square foot | Total       |
| 4,585                           | \$4.29                            | \$19,669.65 |

Alternate option:

Please indicate institution’s building renewal and replacement allocation

0

Please cite the source document for the amount:

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

\$300.00

Please list the PROGRAM INCOME EXPENDITURES below:

| AEFLA Allowable Activity | Amount |
|--------------------------|--------|
| N/A                      |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |
|                          |        |