

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	NMSU Grants Adult Education	
Institution or Organization:	New Mexico State University	
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County:	Cibola	
Zip:	87020	
Main Phone:	(505) 287-6678	
Website:	NMSU Grants New Mexico State University	
Social Media:	NMSU Grants Campus Grants NM Facebook	
Workforce Region(s) Served:	Northern	
New Mexico Counties Served:	Cibola and McKinley Counties	
Submission Date:	September 7, 2025	
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Signature of the Chief Executive Officer or Designee

Date

Dr. Marlene Chavez-Toivanen, Campus Executive Academic Officer

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.

NMSU-Grants Adult Education primarily serves students in the Northwest Region of New Mexico. Our program includes both high school equivalency and a developing framework for English as a second language offerings. The student population mostly lives in rural to frontier areas in and around Cibola and McKinley Counties. Some of these areas are among the most remote and sparsely populated places in the United States. While the City of Grants, the county seat with a population of nearly 9,000 people, enjoys a grocery store, a small hospital and a small, big-box retailer, most residents in the region must travel an hour or more to reach these necessities.

This includes travel to access Adult Education services. Roadways become impassable with rain and snow in the high desert and mountain areas, and internet and necessities, such as electricity and running water, can be difficult for residents to secure in outlying areas. These adversarial factors conspire to create living and transportation challenges. Conditions for success are challenged by a poverty rate in Cibola County of 27 percent with some 20 percent of the population lacking a high school equivalency credential. Moreover, 17.4 percent of McKinley County residents have not earned a high school equivalency and 30 percent of residents live in poverty. For comparison, United States Census data shows that 8.9 percent of our country's residents lack a high school diploma and 11.4 percent of the population lives in poverty.

Under WIOA Title II, and specifically Section 203, our program provides adult literacy, ESL, workforce preparation, and integrated education. These services are vital for helping students overcome systemic barriers and achieve economic self-sufficiency.

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.

At the start of FY 2024–2025, the NMSU-Grants Adult Education program ranked among the lowest performing of 26 statewide agency programs. Years of underperformance, limited resources, and staffing instability had taken a toll. However, a newly formed team led by a new director, supported by a new administrative assistant/data tech, a new student employee, a new educational training specialist, and two part-time instructors with less than four years of AE experience brought a combined 10 years of adult education expertise and a renewed commitment to student success.

Despite being under-resourced, the program through participants and staff efforts achieved notable and remarkable improvements. Participant numbers rose, measurable skills gains, and educational functional level gains increased, and post-testing percentages improved significantly. Student attendance and study hours also surpassed those of FY 2023–2024, reflecting stronger engagement and instructional impact.

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These results mark a turning point. Through strategic leadership, targeted interventions, support from our campus administration, guidance from our HED Administrators, inputs from our agency peers, and a focus on student-centered practices, the team transformed a struggling program into one showing clear signs of progress and potential. Our team continues to pilot ideas and practical approaches to relationship building, supporting students, creating opportunities for participant empowerment, and framing an inclusive and comfortable learning environment.

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?

The NMSU-Grants Adult Education program continues to evolve in its approach to in-person and hybrid learning. All new participants are required to attend an in-person orientation, which serves as a foundation for understanding program expectations and building student commitment. To promote consistent engagement, students are asked to voluntarily commit to four-hours of in-person study per week. As evidenced, by the over 5,500 hours of combined in-person and hybrid learning hours logged by our program participants surpassing the FY 23-24 mark of 3,800 learning hours.

Recognizing that in-person attendance can be challenging for some, the program offers flexible study alternatives. These include take-home handouts, access to study books such as Kaplan's GED Prep, Common Core Achieve, and Score Boost Workbooks, as well as online learning through the Essential Ed platform. To support digital equity, students may check out mobile technology including laptops, TI calculators with guides, and study buddies gamified learning devices.

For the 2025–2026 program year, the focus will be on expanding hybrid learning options while maintaining strong in-person engagement. Digital literacy will be embedded into instruction, and staff will continue to address barriers to access through technology lending and personalized support. These efforts reflect the staff and program's commitment to maintaining equitable, flexible, and student-centered learning environments that meet the diverse needs of adult learners.

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 MOUs:

- Northern Area Local Workforce Development Board
- 13th Judicial District Treatment Court
- Laguna Partners for Success

Informal partnerships with acknowledged processes and procedures for participant referrals:

- Family and Child Education Program
- National Indian Youth Council
- YDI Cibola County
- Acoma Department of Education
- Grants/Cibola County Schools

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5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2024-2025:

- a. What were your PL priorities in 2024-2025 and generally speaking, how did you address them?

Our professional learning priorities focused on instructor and staff development through Katya's Data Corner, Essential Ed with AJ Crowell, NMDELTA's Training from the Back of the Room, COABE, NMAEA, peer sharing, weekly AE staff meetings, and statewide collaboration.

- 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?

Our team being invited to present at the Continuous Program Improvement Institute validated our practices and efforts to create a student-centered learning space. Training from the Back of the Room and national conferences enhanced instructional delivery, directly improving classroom engagement, student outcomes, and operational strategies across our program.

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

Limited travel funding and categorizing professional development as an administrative burden restricted access to professional learning opportunities. Low pay further dilutes staff enthusiasm toward personal growth and operational improvement, yet we prioritized peer collaboration and low-cost opportunities to support growth and improve operational and instructional practices.

- 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?

While we aimed to implement the NMHED-AE Professional Learning Policy, we had limited travel funding and classifying PD as administrative hindered access. Low pay reduced enthusiasm, and workstation-based PD was often interrupted. We need more in-person training opportunities and greater flexibility around travel to ensure deeper learning and meaningful implementation of professional development plans.

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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)	101
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	12
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE)	63
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	-2

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%	42%	89%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	43%	17%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	39%	39%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	46%	42%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$3,529	\$5,506

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Section III. Evaluation of Program Effectiveness

Directions: Answer each of the following questions. Ground your answers in your data. Answers should be single-spaced.

1. Discuss your retention rate and its changes compared to PY 2023-2024 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

In FY 2023–2024, participant retention averaged 51%, with a low of 44% and high of 61%. Instructor feedback cited low interest and weak student-program relationships, reflected in 3,800 study hours. In FY 2024–2025, retention rose to 75% (range: 46%–93%) with 5,500 study hours and only five more participants. This improvement stemmed from stronger engagement, clearer program navigation, and increased student buy-in.

To improve retention, the NMSU-Grants Adult Education program implemented several student-centered strategies. Program staff became more engaging and intentional in building deeper relationships with participants, creating a welcoming and supportive environment. Daily practices now include greeting students personally and fostering a sense of belonging. To address food insecurity, snacks and water are provided at no cost, helping students stay focused and feel cared for.

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.

To increase post-testing rates, our administrative assistant/data tech monitored LACES dashboards daily, coordinating with instructors and the program manager to communicate participant testing eligibility. Participants transitioned from anxious to empowered, actively requesting assessments. Testing now requires demonstrated proficiency through study hours, in-person instruction, and completed assignments. These strategies led to a final FY 2025 post-testing rate of 64%, exceeding the NM Adult Education Assessment Policy requirement by four-percentage points.

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.

For the PY 2024-2025 period, our program Measurable Skills Gain of 89 percent exceeded the Negotiated Level of Performance and the State PY 2024-2025 State Goal by margins of 59 percentage points and 33 percentage points. The result can be attributed to student commitments to attend class, work their lesson plans, approach testing with less anxiety and the develop relationships with AE program staff.

Our program Credential Attainment Rate (17%) was 14 percentage points below the Negotiated Level of Performance of 31%. In a similar light, our program fell short of the State Goal of 43% by a margin of 26 percentage points. **The shortfall is due to data capture into the LACES data repository may have been captured in error and participant exit surveys were not completed.** The data capture error will be corrected through training on proper class creation (labeled 9th Grade or Above) and appropriate classification of student levels. The effects of student commitments to engage in their study plans due to competing priorities, attendance, transportation barriers, and the appearance of test anxiety are present in

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that performance measure. Our strategy going forward is to demonstrate attendance flexibility toward student schedules, engage in calling/follow-up campaigns, and presenting a welcoming environment.

Our program Employment Second Quarter after Exit results of 39% fell short of the Negotiated Level of Performance of 41% and the State Goal 44%. Program staff continue to work diligently to complete participant exit surveys as part of the information collecting process. With the positions of Administrative Assistant and Program Director vacant, the survey process was neglected for a period of six months. This absence has been corrected with new staff hirings for those positions. Our program is inviting and working with America's Job Center, WIOA Youth, and WIOA Adult representatives to meet with AE participants and area employers about local and regional employment opportunities.

NMSU Grants AE's performance of 42% across the Employment Fourth Quarter After Exit fell short of State Goal target of 45%, but our program was able to exceed the Negotiated Level of Performance of 41%. Our program staff will continue to improve by emphasizing the importance of the survey to program participants throughout participants tenure in the AE program. Alongside, program staff will continue inviting community partners to speak with participants about employment opportunities and canvas the local community for suitable employment announcements.

Comparatively, NMSU Grants Adult Education exceed the Negotiated Level of Performance and State Goal for Median Earning Second Quarter After Exit by \$906 in PY 2024-2025. The result could be attributed to participants obtaining employment in better paying jobs, receiving educational achievement pay increase, or promoting within their current job as result of their HSE credential attainment.

With new program staff in place, given that the director, administrative assistant, and education training specialist positions were vacant for almost six months, the program under the new team continues to stabilize as reflect in several performance measure upticks.

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

In areas where our program did not meet or exceed the negotiated level of performance or the State goal, our approach is to practice cross-training in core functions such as data management, input, review, and interpretation affecting the LACES platform and on-going review of the LACES training videos.

To improve Credential Attainment Rate performance, our oversight in data management was placing ESL students marked as class instruction at 9th grade level and above and understanding that ESL students may not be seeking to complete an HSE initially.

Our program Employment Second Quarter after Exit results of 39% fell short of the Negotiated Level of Performance of 41% and the State Goal 44%. With program participants facing time bound and place bound challenges coupled with having no or limited access to personal or reliable transportation contributes to lack of employment or employability in the reporting period.

Limited employment options in Cibola County, contribute to long-term unemployment spans for our program participants and completers. Our program short fall in meeting or exceeding the Employment Fourth Quarter After Exit is reflected in participants facing challenges in finding employment after exit or finding employment while in the program. Our program continues to reach out and develop collaborative relationships with American's Job Centers, YDI WIOA Youth, and YDI WIOA Adult field representatives. With key program staff in place emphasis on completing participant PoP surveys will be a key to increasing this performance measure. Participants face additional challenges toward employment such as limited

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access to childcare, criminal records, and health issues. These barriers pose delays or prevent participants from employment after program exit.

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

Our program highlight of 89% Measurable Skills Gain is quite remarkable. This performance measure exceeded PY 2023-2024 by 47 percentage points. Performance within the category of Credential Attainment fell short of PY 2023-2024 by 26 percentage points. Going-forward our program plans to increase awareness on properly setting up classes in LACES. Classes by the prior program administration marked classes as being taught above the 9th grade level. The awareness of how to properly set up classes has been communicated to the new team through staff meeting(s). Employment Second Quarter After Exit performance was for the periods of comparison was flat at 39%. Employment Fourth Quarter After Exit was slightly below the last PY by a margin of 4 percentage points. To improve these performance measures, our program will focus on following up with participants on the importance of PoP surveys to increase the survey sample size and improve the job referral process between participants and employers and employment agencies. Despite being in an economically depressed area, exited participants reported median earnings of \$5,506 during the reporting period, an increase of \$1,977 over PY 2023-2024.

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.

Interpretation of the TABE results gives key indication of participants skill levels in Reading, Language Arts, and Mathematics. Our program instructors and staff are looking for cut scores of 535 across the board to develop participant study plans and to indicate a timely path to practice tests on the Essential Education platform. In the process, TABE results are explained to participants to gain a higher level of confidence, program buy-in, and commitment to complete. In addition, LACES Dashboard provides instructors and staff with informative tables and lists to identify participants eligible for post-testing. The information is instrumental in connecting, communicating, and following up with students. By way of example LACES Table 2 displays participants by age, ethnicity, and sex. In our program, female participants outnumber male participants 2 to 1 across the reported ethnicities. This information assists with class scheduling and providing alternative learning options, such as guided online or supportive home study. Data interpretation allows implementation of program flexibility and adaptability.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2024-2025	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	101	\$3,040.31	\$10.54
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	101	\$4,343.31	\$21.50
Referrals to and coordination of activities with other programs and services.	Career Service	101	\$1,302.99	\$1.94
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			
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			
Total:		303	*\$8,686.61	
Integrated Education and Training (IET) programs	Training Service	N/A	N/A	N/A

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

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

To strengthen community partnerships and enhance participant engagement, we've expanded outreach efforts across several areas. Board Representatives are now invited to attend Adult Education (AE) graduation ceremonies, celebrating student success and reinforcing program visibility. America's Job Center staff are welcomed at AE orientations to introduce employment services early in the participant journey. Regular classroom visits and informal pop-in for meet and greet visits with AE staff and participants help build rapport and maintain open communication. Employment services and pathways are presented during orientations and class sessions to ensure participants are fully informed of available resources.

Additionally, WIOA Adult and WIOA Youth representatives are invited to speak directly with participants, promoting access to broader workforce development opportunities. These efforts reinforce a more connected, informed, supported, and empowered our AE participants.

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

In 2024–2025, our program worked to align adult education and literacy activities with the Local Area Plan by continuing foundational efforts laid by previous staff. However, frequent turnover, both within our agency and among partners has disrupted momentum and delayed progress toward key goals. One major challenge is securing WIOA Title I support for our students. Despite consistent outreach to promote training, education, and employment services under WIOA Title I (Adult, Dislocated Worker, and Youth) and Title II (Adult Education and Family Literacy) programs access to financial resources remains limited.

Additionally, building cohesive, service-driven outputs that reflect the Local Plan has been difficult due to inconsistent community presence and communication. What's working well is our renewed focus on outreach and partnership development. We are laying the groundwork for Integrated Education and Training (IET) programs, which will strengthen alignment with workforce priorities. To succeed, we will need robust financial backing and deeper collaboration with local stakeholders. Our goal is to improve educational service delivery, increase program visibility, and ensure our students are better prepared for employment and post-secondary opportunities.

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Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2024-2025 program year.

- 1. To what degree is career planning and advising structurally built into your Adult Education program for the students who want and need it? Please be specific.

While we have no formal IET pathways, career planning and advising are structurally integrated throughout our Adult Education (AE) program to support students who seek guidance. From the initial interaction, AE staff engage participants in conversations about their goals, intentions, and the value of earning a High School Credential (HSC) in both academic and workforce contexts. During orientation, students tour the campus and visit classrooms, labs, and career-focused facilities such as the nursing lab, automotive shop, welding shop, and electrical shop. These experiences help students visualize career pathways and prompt discussions about post-HSE plans. Staff encourage goal setting and provide individualized guidance. Upon graduation, the AE staff or instructor personally escorts students to Student Services to support their transition into further education or training. While these efforts are consistent, challenges remain in building cohesive, progressive, and service-based outputs. Regular community presence and clear communication about service hours and benefits are essential to aligning with the local area plan and improving access to opportunities. Our intention going forward centers on gathering inputs from our HED representatives on how to build a framework for successfully developing a market-driven IET.

- 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).

No
- 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.

N/A

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Section VI. Curriculum and Instruction

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

The first step in our program begins with a quarterly orientation, where students receive an overview of the AE program and the path to earning a High School Equivalency (HSE) credential. Labor market statistics from the U.S. Bureau of Labor are shared to highlight the connection between education, earnings, and employment. Students reflect on personal barriers and begin developing strategies to overcome them. Goals beyond the HSE are also discussed and recognizing that the credential creates a stepping-stone toward broader educational and career goals. The second step in the orientation process includes a graduate panel where former students share their journeys. Hearing relatable stories, especially from graduates now attending NMSU or working in the surrounding labor markets, instill optimism and help new students believe in their own potential. This peer connection is a powerful and realistic motivator. The final step marks a skill assessment for each participant. Students take the TABE test on the day of orientation or within two weeks of that date. Based on scores, participants may fast-track or begin instruction. Staff encourage early practice tests to secure "quick wins," boosting confidence and reinforcing progress toward HSE attainment.

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

Our program's schedule and components are designed to promote adequate intensity and frequency of instruction, supporting substantial learning gains for all participants. We offer in-person instruction, tutoring, and guided learning Monday through Friday from 8:00 AM to 6:00 PM. This extended availability ensures students can access support throughout the day, accommodating various schedules and learning needs even in the absence of an evening instructor. Despite this limitation, our measurable skill gains (MSGs), attendance, and student engagement remain strong. Instructors and staff are present during instructional hours to provide academic guidance and deliver planned lessons. Administrative staff also support students in a tutoring and coaching capacity, helping them navigate lessons, interpret reading passages, and overcome academic or personal barriers. Our open study model with tutorial-style support allows for self-paced learning and accommodates diverse learning styles. This flexibility fosters confidence, persistence, and steady progress toward educational goals.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

Our program integrates multiple wrap-around services and technology tools to support student success and reduce barriers to learning. We offer loanable devices, including laptops and "study buddies," to ensure students have access to digital tools at home. In the classroom, students use modern laptops, reliable internet, and an online learning platform that supports both in-class and distance learning. To promote digital literacy and equity, we provide hands-on guidance and flexible access to technology. Distance learning is supported through platforms like Essential Education, which allows students to continue learning outside the classroom. This tool includes built-in assessments, guided lessons, and progress reports that track study time and progress toward GED® and HiSET® exam preparedness.

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Our wrap-around services include resume writing, job search strategies (including online and classified ads), and access to the VitaNavis® career interest tool. These services are free and available to all participants during enrollment and after program completion, ensuring long-term support and career readiness.

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.

NMSU Grants Adult Education aligns instruction to the College and Career Readiness Standards (CCRS) and English Language Proficiency Standards (ELPS) through a guided, standards-based approach. Instruction includes academic assessments, HSE preparation, digital literacy, and contextualized workforce readiness. Our curriculum supports literacy, numeracy, study skills, leadership, and financial literacy. Our program staff guide students through college and career pathways, preparing them for entry-level or apprenticeship roles in priority sectors identified by the Northern Area Workforce Development Board: healthcare, advanced manufacturing, trades, and information technology. Each participant is assigned an instructional coach trained to identify barriers and connect students with resources. Instruction is supported by technology access, including loanable laptops and online platforms. Our standards-based approach ensures rigor, relevance, and alignment with workforce needs. We welcome professional learning and technical assistance to further strengthen our implementation of CCRS and ELPS.

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.

At NMSU Grants Adult Education, our instructional approach is rooted in flexibility and participant empowerment through social engagement, relationships, and relatability. We do not subscribe to a single theoretical framework; instead, our practices blend elements of Universal Design for Learning (UDL), Human Capital Theory, Critical Pedagogy, Andragogy, Transformative Learning Theory, and Constructivist Theory. Our collective approach allows us to meet diverse learner needs while fostering a supportive and inclusive environment.

As a leader, I encourage my team to pilot and implement innovative practices in their classrooms that draw from past experiences, conference opportunities, personal research, and any other pedagogical theories suitable for our participants. Administrative staff are equally empowered to contribute to meaningful change. Instructional strategies such as Teaching by Walking Around and a tutorial-based support model allow all staff to engage learners in real time, offering personalized guidance and academic coaching. These methods promote trust, responsiveness, and learner autonomy. Our success stems from the bonds we form, the mindful guidance we offer, and our deep understanding of the communities we serve.

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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). _____
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.

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

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

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

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

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IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$8,686.61

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	0	0

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

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

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

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

6. Please indicate total fair market value of donated supplies and materials. (e.g., books). \$0

7. Please indicate total fair market value of donated equipment. \$0

8. Please indicate total fair market value of donated IT infrastructure and support. \$900

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
1,900	\$1.19	\$1,139.77

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
N/A	

B. Program Income Activities

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

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
N/A	