



**State of New Mexico
Higher Education Department
Adult Education Division**

**Program Annual Report
Preparation Guidelines and
Reporting Template**

2024-2025

Please **email** reports in PDF form to:
adult.education@hed.nm.gov

**Reporting Deadline
September 8, 2025**

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

**Annual Program Report
2024-2025**

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

Checklist:

- ☒ Complete Cover Page with Signatures
- ☒ Complete Section I (Program Narrative)
- ☒ Complete Section II (Student Data)
- ☒ Complete Section III (Evaluation of Program Effectiveness)

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- ☒ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☒ Complete Section V (Career Pathways Activities)
- ☒ Complete Section VI (Curriculum and Instruction)
- ☒ Complete Section VII (IELCE- **Only Complete if Applicable**)
- ☒ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- **Only Complete if Applicable**)
- ☒ Complete Section IX (Fiscal Survey)

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Annual Program Report Cover Page

Program Name:	Adult Education	
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County:	Rio Arriba	
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Workforce Region(s) Served:	Rio Arriba	
New Mexico Counties Served:		
Submission Date:		
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René Vellanoweth

09/08/2025

Signature of the Chief Executive Officer or Designee

Date

Typed Name and Title: René Vellanoweth, Provost & VP for Academic Affairs

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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.

Northern New Mexico College's Adult Education (AE) program, based in Española, New Mexico, serves students from the local community and surrounding areas. Dedicated to meeting community needs, the AE program provides opportunities that strengthen literacy, numeracy, college readiness, and workforce skills. Students can take classes in HiSET preparation, English as a Second Language (ESL), and Integrated Education and Training (IET). In addition, learners gain valuable experience through workforce and career exploration webinars, in-person presentations, and hands-on activities.

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

In FY24/25, the AE program faced staffing challenges in instructor turnover and difficulties securing full-time, part-time, and long-term teaching positions. Despite these changes, the team worked collaboratively to ensure that student learning, services, and support continued without interruption. Since, the AE program has welcomed a new part-time HiSET instructor. While staff turnover remains a concern, the AE program is actively seeking qualified and skilled instructors to join the team and contribute to program success and student achievement.

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 Adult Education program offers instruction in a variety of formats, providing flexibility to meet diverse learning styles and support students' growth. Instruction is available in-person, remotely, or independently through Essential Education. Students benefit from multiple teaching modes that help overcome learning barriers and obstacles that may keep them from engaging fully. Classrooms are equipped with tools and resources that promote digital literacy and foster student learning outcomes. Digital skills are integrated into the programs curriculum to ensure learners develop skills necessary for continued education or

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employment. Moving forward, the AE program will continue to evolve to meet students' needs and enhance opportunities and digital resources and support to students.

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.

The Adult Education program has built numerous valuable informal partnerships that enable us to work together in supporting learners and creating pathways to further education and career opportunities. Current informal partnerships include:

1. **Northern's Educational Opportunity Center (EOC):** is a free program designed to help individuals pursue their college and career goals. The program offers information, guidance, and support in areas such as high school equivalency, post-secondary education, trade apprenticeships/certifications, and financial aid.
 2. **Northern's Counseling and Student Support Center (CASSC):** Northern's CASSC offers support for mental health needs. They provide individual counseling, group counseling, and crisis intervention. Services are confidential and free of charge.
 3. **Northern's Math Learning Center (MLC):** Northern's MLC provides services for students to help strengthen their math skills by offering free tutoring sessions in-person or online.
 4. **Northern's Writing Center:** Northern's Writing Center offers free sessions either online or in-person to assist students with writing, grammar/spelling, punctuation, structure and organization, scholarship letters, and much more.
 5. **Hoy Recovery Program and Darrin's Place:** The AE program offers educational support and instruction to participants in recovery. Learners have the opportunity to take Integrated Education and Training (IET) courses to build foundational and workforce skills, earn certifications, and prepare for employment.
 6. **New Mexico Workforce Connections:** The Workforce Connections department provides students with job readiness skills, including resume and cover letter writing support and interview preparation. In addition, students receive assistance with job searching and guidance on apprenticeship and internship opportunities.
 7. **La Despensa del Barrio (Northern's Food Pantry):** AE students receive weekly points that can be used to purchase groceries and personal care products.
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

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

For 2024–2025, our program’s professional learning priorities remained centered on strengthening AE, ESL, and IET programs, while also expanding outreach and marketing efforts. Training and professional development opportunities attended by AE staff and the director played a key role in achieving these outcomes, broadening program offerings, and forming new partnerships. Attendance at the COABE conference provided valuable insights into the development and implementation of IET courses. The knowledge gained on integrating course components, aligning learning objectives, and linking IET courses to specific career pathways was particularly useful in the development of new IET courses. Notably, new partnerships have been established with Northern’s Nursing Department to launch an IET Phlebotomy course and with the New Mexico State Penitentiary to deliver an IET Electrical course for individuals currently incarcerated. The IET Electrical (NM Penitentiary) and IET Phlebotomy courses are scheduled to be offered to students in FY 2025–2026.

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)	164
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	57
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE)	60
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	16

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%	52.32%	53.57%
Credential Attainment Rate (Table 5, last row of column G). If last	31%	43%	NA	NA

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row of column B is 0, input N/A				
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	45.24%	41.94%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	55%	38.81%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$4,006.17	\$4,356.55

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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.

Student retention remains a priority for the Adult Education program. AE staff regularly meet to review and refine strategies to strengthen retention. For FY 2024–2025, the retention rate for non-NRS participants is 34.76%, compared to 65.24% for NRS participants. In FY 2023–2024, the rates were 35.76% for non-NRS participants and 64.24% for NRS participants.

To improve retention, modifications have been implemented in our onboarding process to better support students and to improve engagement and retention. This has proven to be a crucial step in engaging, understanding, and motivating students as they begin the program. Onboarding establishes open communication, allowing staff to identify challenges that may prevent regular attendance or prevent students from completing the program. Clear communication and well-defined expectations between staff and students allow for timely interventions and addressing potential issues before they occur.

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.

Efforts to increase post-testing rates include being transparent with students about the purpose and process of post-testing. During onboarding, we thoroughly review pretesting and post-testing procedures and discuss how to interpret results. We continue to use the Dashboard in LACES to identify students eligible for post-testing and collaborate with instructors and students to discuss strategies that support student readiness. Additionally, bootcamps are organized to enhance student progress and further prepare learners for post-testing.

To reduce nervousness and anxiety around testing, students are provided with a supportive, stress-free testing environment. For those experiencing test anxiety, we offer resources that focus on coping strategies for both general and test-taking anxiety. Recognizing students' individual challenges—such as childcare, transportation, or work and family obligations, we provide flexible scheduling and offer both in-person and remote testing options.

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.

FY 2024-2025 MSGs (53.57%) exceeded the negotiated level of performance (40%) but slightly fell short of the state goal (56%). There was a slight increase in the MSG rate from FY 2023-2024 (52.32%). The

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negotiated level of performance for employment in the second quarter after exit was met (24/25 FY 41.94%; negotiated goal 41%); however, it did not meet the state goal (44%). Both the negotiated level of performance and the state goal for employment in the fourth quarter after exit were not met. Additionally, the median earnings target in both the negotiated level of performance and the state goals fell short. Program data suggests that while students are making measurable skill gains and securing employment after exit, further measures are needed to improve outcomes and meet negotiated and state goals.

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

Data indicates that students are making progress toward MSGs and gaining employment after exit; however, continued efforts are needed to strengthen the connection between employment and long-term earning potential. To address this, the AE program will continue to build partnerships with employers and expand Integrated Education and Training (IET) opportunities that are aligned with higher-wage, in-demand career pathways. Additionally, we will work with Workforce Connections and local employers to support students in securing employment shortly after exit and accessing on-the-job learning opportunities. To increase MSG outcomes, the program will provide additional instructional support with targeted instruction. Data will continue to be used to identify specific skill gaps for focused instruction. Digital learning tools, such as Essential Education, will be utilized to reinforce instruction and provide flexible practice opportunities.

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

Program Trends FY22/23-FY24/25			
	FY 22/23	FY 23/24	FY 24/25
Enrollment	75	151	164
MSGs	35.53%	52.32%	53.57%
HSE Attainment	6	15	17
IET Outcome Achievement	100% (1 participant)	84.78% (46 participants)	97.96% (49 participants)

Our program trends are promising and continue to move in a positive direction. Enrollment, HSE attainment, and IET outcomes have all grown compared to previous years. While there is still room for improvement, data shows that program changes/implementations such as expanding IET courses, offering flexible class options,

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and additional instructional support are yielding positive results. We use this growth as motivation to continue working diligently to provide students and the community with increased opportunities for education and skill development.

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.

The AE program continues to carefully evaluate and learn from its program data. We use this data not only to measure student learning achievements, needs, and outcomes, but also as an indicator of overall program effectiveness. Data allows us to recognize and intervene when a student requires additional support, and at the program level, it helps us identify when changes are needed; whether in curriculum, instruction, or services to ensure student needs are met and learners succeed. As we strive for continuous program improvement, data remains the driving force guiding changes and enhancements to promote both student success and strong program outcomes.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	164	\$6,874.88	\$41.92
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	164	\$17,595.56	\$107.29
Referrals to and coordination of activities	Career Service	41	\$2,337	\$57.00

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with other programs and services.				
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	164	\$7,790	\$47.50
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	164	\$9,047	\$55.17
Total:		697	\$43,644.44	\$308.88
Integrated Education and Training (IET) programs	Training Service	49	\$13,000	\$265.31

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

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

New Mexico Workforce Development, in collaboration with NM-Help, provided the necessary equipment and supplies for the AE program's IET Welding and Basic CDL training classes, including welders, welding gloves, personal protective equipment, and CDL training manuals. Moving forward, we will continue collaborating with the Local Workforce Development Board to identify IET courses aligned with in-demand local career pathways and connect students with educational programs, job readiness training, and employment services.

- 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?

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We integrate workplace activities and career-focused skills into the AE curriculum to expose students to various career pathways and strengthen their workforce readiness. Utilizing the knowledge and experience of our instructors and collaborating with community partners, local employers, and Workforce Connections, we equip students with the skills necessary for success in the workforce. Additionally, we maintain ongoing communication with Workforce Connections representatives to stay informed about job openings, educational opportunities, on-the-job training, internships, and apprenticeships. Community members and local employers also visit the classrooms to present and discuss education and employment pathways, providing students with real-world insights and guidance.

What’s working well is that students are gaining workforce skills and certifications that prepare them for employment. Partnerships with employers and Workforce Connections provide valuable opportunities and support, helping students successfully transition from the AE program into the workforce. Key challenges include keeping students engaged, supporting those balancing family and work responsibilities, and ensuring learners fully utilize the opportunities provided by the program.

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.

Students have access to career readiness and career exploration activities and support through Workforce Connections, Northern’s Career Services, and local employers. Additionally, job skills are integrated into both the AE and IET curriculum to prepare students for employment and career advancement. Program emphasis is to assist all students to earn their HSE credential and transitional into a career pathway or continued education.

- 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).

49
- 3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

29.88%
- 4. Enter MSG rate of your IET participants.

97.96%
- 5. Discuss successes, challenges, and lessons learned from IET programming this year.

Meaningful progress was made in IET programming. Key successes include strengthening partnerships with local employers and increasing student engagement in career pathways. A highlight was the collaboration with local rehabilitation centers, which supported program completers in securing successful job placements. Many students earned certifications through the IET Basic Wildland Fire Training, positioning them for employment opportunities in the field.

While the IET Basic Wildland Fire Training was highly successful, one of the main challenges was conducting classes at the rehabilitation facility, where space and adequate heating and cooling were limited. Additional

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challenges included aligning instruction with workforce demands and ensuring consistent student support across programs. Despite these challenges, successes far outweighed the difficulties. The experience demonstrated the value of flexible scheduling, contextualized learning, and ongoing collaboration between instructors and workforce partners.

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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.

Onboarding is held the week prior to the start of each new term and serves as both an introduction and preparation for students entering the AE program. It provides students with the opportunity to meet AE staff and instructors, become familiar with program expectations, and share their learning needs and challenges. In depth, we review TABE testing, class schedules, HiSET testing, and program requirements. We also work to connect students with the appropriate support services and resources to ensure they are well-equipped to succeed. Additionally, guest and student speakers are invited to share experiences in areas such as career readiness, community resources, and student success. Following onboarding, students complete pretesting and are assigned to classes appropriate to their entry-level scores.

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.

Current class schedules are designed to provide sufficient instructional frequency that supports student growth and deepens their understanding of concepts taught in HiSET preparation classes. A grouping approach is implemented in our in-person classes to ensure instruction is better aligned with students' current skill levels and individual learning needs. Beyond the classroom, students have access to the Essential Education online platform as well as tutoring support through Northern's Writing Center and Math Learning Center. Together, this combination of structured class time, self-paced learning, and supplemental academic support ensures students have the intensity, frequency, and flexibility needed to make progress and achieve their 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.

We connect students with a wide range of resources and support services that help them focus on their education and overcome barriers that may interfere with learning or with their academic commitment. These include:

- **Northern's Food Pantry** – Students receive weekly points to purchase groceries and hygiene products.
- **Counseling and Student Support Center (CASSC)** – Provides mental health support and connects students with housing, health insurance, and childcare resources.
- **Workforce Connections** – Offers job search assistance, resume development, and interview preparation.
- **Accessibility and Resource Center (ARC)** – Provides accommodations and services for students with disabilities in alignment with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

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- **Technology and Study Resources** – Students have access to campus Wi-Fi, computers, and quiet study spaces. They also utilize online learning platforms, including Essential Education and EBSCO Learning, to reinforce instruction, build digital literacy, and support independent study.
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.

Students have access to TABE and HiSET Academy through Essential Education for supplemental instruction, which is also integrated into classroom lessons. To develop lesson plans, instructors utilize teaching materials and resources aligned with College and Career Readiness Standards (CCRS) to maintain instruction that is standard aligned.

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

As an AE director, I draw on several frameworks that I implement in program and curriculum design, and that also shape my approach to leadership. Transformative Learning Theory (Mezirow) reminds me of the power of critical reflection. In career readiness workshops, I see students challenge limiting beliefs and gain the confidence to pursue new paths. Universal Design for Learning (UDL) helps me ensure materials are accessible to all learners, whether through videos, text, or audio, and allows flexibility in how students show what they've learned.

For leadership and staff growth, I rely on Participatory Leadership, giving my team a voice in program decisions and co-designing professional development. I also use the Continuous Improvement Model, reviewing student data regularly and applying Plan-Do-Study-Act cycles to refine our practices. These frameworks keep our program inclusive, collaborative, and centered on learner success.

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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).

NA Program does not receive IELCE funding.

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
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). 100
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.

Our program supports incarcerated and formerly incarcerated individuals through education, workforce training, and personal growth. Through transition activities, students improve academic skills, gain career readiness through IET, and build confidence through goal-setting and soft skills development. Pre-release planning connects them to colleges, workforce centers, community services, and employment opportunities. By combining learning with real-world pathways, we aim to help students build stable lives and reduce repeat offending after 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.

One ongoing challenge is ensuring consistent, high-quality instruction in a correctional setting, where frequent lockdowns, transfers, and access to limited technology can disrupt learning. Staff often face difficulties adapting curriculum that is aligned to the CCRS. Additionally, tracking educational gains and outcomes is also challenging, especially when participants are released mid-cycle or move between facilities, having guidance on documenting outcomes and post-release follow-up would be especially valuable when this occurs. Our team would benefit from professional learning in designing contextualized IET models for incarcerated learners, trauma-informed instruction and behavior management strategies, and guidance on building seamless reentry partnerships with community-based adult education programs. Technical assistance, including peer learning, sample curricula, and model programs, would help strengthen both instructional quality and post-release support and services.

IX. Fiscal Survey

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

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

 0
17

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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
6	\$20	\$120

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

Total hours contributed	Fair Market Value per Hour	Total

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

Total hours contributed	Fair Market Value per Hour	Total
32	\$24	\$768

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.

\$65,000

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
1259	\$54.48	\$68,590.32

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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
TANF	\$13,000
IET Pilot	\$64,000

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B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years”. WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, **we ask you to calculate these costs only for Program Year 2024-2025.**

Please do your best to calculate these expenditures faithfully; we appreciate your efforts and understand that it is challenging. Please take note of the following additional guidance, and let us know if you have any questions.

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) **all or nearly all** the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don’t necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person’s hourly rate and calculating how much time this person spent on

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such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:

- You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you **do not need to report them in Section IV.**
- **Do not include any administrative costs in your report.** Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
- Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
- If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>. The section on Career and Training services starts on page 40 of this PDF.

Please email Amber.Gallup@hed.nm.gov if you have any questions about career and training services as you prepare this report.

Please email Katya.Backhaus@hed.nm.gov if you have any questions regarding data and performance.

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Final Audit Report

2025-09-08

Created:	2025-09-08
By:	Sally Martinez (sally.martinez@nnmc.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAleGoKlcwK_prFGis5FhxfeV8UbB4MJbk

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