

Annual Program Report Cover Page

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County:	Santa Fe County	
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Workforce Region(s) Served:	Northern Region	
New Mexico Counties Served:	Santa Fe, Rio Arriba, San Miguel	
Submission Date:	September 8, 2025	
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Becky Rowley

Signature of the Chief Executive Officer or Designee

09/05/2025

Date

Rebecca K. Rowley, President

Typed Name and Title

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

Academic and Career Education (ACE): The ACE program offers a series of Adult Secondary Education classes. The program provides instruction in Reading, Writing, Mathematics, Science, and Social Studies below the postsecondary level, helping students complete their secondary education. These classes are designed to prepare students for college and career readiness, with the ultimate goal of earning a High School Equivalency (HSE) credential through the GED or HiSET exams. Class syllabi are aligned with state-adopted College and Career Readiness Standards (CCRS) and include objectives in computer literacy and career preparation. Instruction is available in both English and Spanish and is delivered through a HyFlex model, allowing students to participate either in person or online.

English Language Acquisition (ELA) program: The SFCC ESL Program serves people who have barriers to employment, training, job promotion, future education, and civic participation simply because of limited English language skills. A 6-level program of in-person classes from Basic Level to High Intermediate is offered at SFCC and at Sweeney Elementary School in partnership with Santa Fe Public Schools' Parent Academy. Domain Skills (reading, writing, speaking, listening) with pronunciation, grammar/mechanics, and vocabulary-building are components of each class within a Contextualized Instruction model that also includes employability, academic, and digital literacy skills. Curriculum and instruction are supported by a) English Language Proficiency Standards (ELPS); b) WIOA correlated and ELPS-integrated textbooks; c) comprehensive course outlines with performance objectives; and d) surveying of students to ensure ESL classes meet their needs. Students are regularly referred to ACE, IET, and LVSF.

Integrated English Language and Civics Education (IELCE) Program: The ESL program provides IELCE services to adult English language learners, as directed by 34 CFR Part 463 Subpart G, to help students achieve competency in English and acquire skills needed to function effectively as parents, workers, and engaged community members. This is accomplished via contextualized instruction in an ELPS-based curriculum. Interested individuals of appropriate English proficiency levels are referred to IET programs in accordance with 34 CFR part 463.70-463.75.

Integrated Education Training (IET): The IET program offers IET programs that help students earn stackable, industry-recognized credentials while building academic and career skills. Current certificate options include Automotive Maintenance and Light Repair, Facilities Maintenance Technician, Certified Nursing Assistant (CNA), and Phlebotomy—programs aligned with the Northern Area Local Workforce Development Board's top occupational priorities. The IET model integrates technical training with contextualized basic education through a team-teaching approach, ensuring students receive both academic and career preparation. The IET program develops these programs in collaboration with SFCC faculty and administrators. Additionally, partnerships with New Mexico Workforce Connections help in referring and co-enrolling students in adult education, SFCC credit-bearing certificate programs, and the New Mexico workforce system.

New Mexico Adult Education Local Program Annual Report 2024-2025

Literacy Volunteers of Santa Fe (LVSF): LVSF, a 501(c)(3) non-profit organization, has been serving Santa Fe County since 1985. LVSF offers free tutoring to adults with skills below the 6th-grade level in reading, writing, numeracy, and speaking skills to strengthen the community, families, and the workforce. LVSF offers ProLiteracy-based tutor training multiple times a year to train volunteers to work specifically with adults. Tutoring programs include Basic Literacy (BL), English as a Second Language (ESL), Workplace Tutoring, and Citizenship Preparation. BL tutors work with native English speakers and advanced ESL students to develop the skills necessary to achieve their individual academic and employment goals, including preparation for HSE and IET classes. ESL tutors work with students to build literacy skills for success in the community, including the workplace, education, community, and personal and family goals. Students and tutors work on specific, student-identified goals, such as securing a better job, improving computer skills, obtaining a driver's license, preparing to enter a program, and achieving US citizenship. LVSF also offers students and tutors access to digital literacy, health, and financial tutoring and/or workshops to promote success with life skills. LVSF is affiliated with and has a Memorandum of Understanding with SFCC's Adult Education Department, and referrals are made between the ESL and ACE programs.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **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.

ACE and IET Programs: In FY 2024-2025, SFCC's ACE program faced major staffing issues that impacted services and affected student outcomes. A new ACE Coordinator was hired with strong adult education experience but limited knowledge of New Mexico's system, while the Program Specialist vacancy left the evening HSE program understaffed. A shortage of adjunct instructors forced cancellation of courses, weakening HSE student advising and preparation. Further instability followed when the ACE Manager retired; Monica Martin transitioned from Coordinator to Manager in January, and a Program Specialist was hired, but the coordinator role remained vacant throughout the rest of the fiscal year. At the end of the fiscal year, more staff changes occurred: the WIN IET Coordinator resigned due to low wages, a Program Specialist resigned after relocating out of state, and the I-BEST Coordinator retired. The ACE Coordinator and ACE Program Specialist positions were filled at the beginning of FY 25-26. The WIN IET and IBEST Coordinator positions have been posted and we are in the process of interviewing potential candidates.

ELA and IELCE Programs: The TANF-ABE funds of FY 23-24 and FY 24-25 allowed us to create a second ESL Program Specialist position (50% teaching/50% administrative work). Filling the specialist position was fraught with difficulties and institutional complications from late Fall 2023 until May of 2025 when we finally found someone who is a good fit. Finding qualified teachers and staff with professional and personal characteristics best suited to working in adult education and who live in the area is a constant challenge. Turnover is frequent and affects everyone in the department and does affect / will affect our statistics.

IELCE content and activities are embedded in our ESL Basic to High Intermediate level class course outlines to include workforce preparation and employability skills, digital literacy, and civics education. In response to heightened attention to IET's and workforce preparation and what new information we have learned in FY 24-25, in FY 25-26 we will offer morning and evening IELCE Level 5 Bridge classes specifically to prepare MLL students to transition to IET and/or college credit classes.

LVSF: The LVSF Administrative Assistant position became vacant in August 2024 and wasn't filled until March 2025. As a result, the data collection and input into LACES became a challenge for the LVSF Coordinators

New Mexico Adult Education Local Program Annual Report 2024-2025

and half-time Program Specialist to gather, analyze, and input. However, with one-on-one training from the AE Data Analyst, the LVSF Administrative Assistant learned how to work with LVSF data for both input and output, supporting the coordinators and program specialist.

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?

ACE and IET Programs: All of ACE classes are offered in a HyFlex model, allowing students to choose to attend classes either in person or online. Most aspects of the ACE program were offered in a HyFlex learning environment including new student orientation, TABE testing, advising, enrollment, and instruction. Instructors developed the skill of teaching to an online and in person audience at the same time.

ACE staff have become very effective at engaging students in an online or HyFlex model. They use a range of online resources to deliver instruction both in person and remotely, including Zoom, Canvas, TABE remote proctoring, and Essential Education. In addition to attending online classes, students worked independently on Essential Education to make progress toward their goals. Due to the staffing challenges one of the instructors who teaches in the evening had to teach from home and as a result, these classes were not available in person. In our IET programs, we follow the modality of instruction that the content instructor/program uses. As we move forward to the next school year, we will be conducting our orientations and HSE practice tests in person. While we will still offer the HyFlex instructional model for classes, we will put more emphasis on in-person instruction on campus.

ELA and IELCE Programs: In-person classes are the most desired by adult ELL students. Online classes have dwindled in popularity over the last two years, and none will be offered FY25-26. Artificial Intelligence programs have been used to generate content for course outlines and will continue to grow as a means of providing students with additional digital learning resources for language acquisition. In-person classes will continue to use Burlington English and other language learning programs and applications to extend learning outside the classroom.

IELCE programming has been a part of ESL classes for many years and features workforce preparation and employability skills, digital literacy, and civics education. With our experience from past transition classes and the push for ESL IET's we discussed in FY 24-25, we will offer a separate Level 5 High Intermediate/Low Advanced Bridge class to specifically prepare MLL students to transition from the ESL Program to IET certificate course or college credit programs. The Bridge class will also offer the same digital preparedness components as the ESL Program.

LVSF: LVSF offers individual, small-group, and large-group tutoring online and in-person. Approximately 95% of tutoring occurs in person. The option to request online or hybrid tutoring is available for students who have time constraints, transportation issues, or childcare concerns. LVSF has laptops for students that can be checked out for online tutoring or computer skills practice. In FY 25-26, LVSF will continue to provide supportive tutoring, whether online, hybrid, or in-person, for students if tutors who are comfortable providing that type of tutoring are available.

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

New Mexico Adult Education Local Program Annual Report 2024-2025

mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

ACE and IET Programs: Informal Partnerships ACE collaborates with Literacy Volunteers of Santa Fe (LVSF) to provide tutoring aligned with ACE curriculum for lower-level students. ACE also supports IET programs through recruitment, advising, and classroom technology, ensuring students can work toward both HSE and college certificates. **Formal Partnerships:** ACE partners with the Health and Sciences Department and the Department of Trades and Technology to co-design and deliver IET programs, with faculty and staff coordinating curriculum and instruction. Regionally, ACE works with other Adult Education programs and the Northern Area Workforce Development Board under a Memorandum of Agreement (MOA) to define roles and strengthen student transitions into workforce training. Furthermore, we have continued our partnership with Santa Fe Public Schools (SFPS). The ACE program offer Spanish GED classes at a southside middle school. Funded by SFPS, the program supports parents in earning their HSE and will continue through FY 25-26.

ELA and IELCE Programs: Formal: Every year we renew a Professional Services Agreement with Santa Fe Public Schools Parent Academy to deliver ESL classes at an SFPS school site; FY25-26 will be the third year we will have classes at Sweeney Elementary School. **Informal:** Cross-referrals are made with LVSF, ACE and SFCC IET Programs. Informal agreements and activities are regularly scheduled with SFCC credit programs, Guadalupe Credit Union, SF Chamber of Commerce, Somos Un Pueblo Unido, Santa Fe Dreamers/Contigo Immigrant Justice, International Folk Art Museum, and other community organizations.

LVSF: Formal: For the third consecutive year, a Professional Services Agreement with Santa Fe Public Schools was renewed to provide ESL tutoring at Cesar Chavez and Sweeney Elementary Schools. LVSF has a formal MOU with Santa Fe County Adult Detention Facility; this relationship was established in early 2025. LVSF provides BL tutoring groups once a week for two hours. **Informal:** Cross-referrals are made with the ACE and ELA programs, Santa Fe Dreamers, and Somos Un Pueblo Unido. A strong informal partnership with Somos Un Pueblo Unido allows students to receive citizenship instruction onsite. In FY 24-25, LVSF partnered with 25 local businesses to offer workplace tutoring. LVSF also has an informal partnership with the La Fonda Foundation. LVSF continues to partner with other community organizations, including DVR, St. Elizabeth Shelter, Esperanza Shelter, libraries, and government agencies such as the United States Citizenship and Immigration Services, as well as other community foundations.

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?
 - 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?

ACE and IET programs: The ACE and IET programs at SFCC met our professional learning plans goals through a variety of initiatives. Weekly meetings are held to share best practices, which help to refine strategies and improve performance. The programs also engage in marketing and communications outreach, such as participating in SFCC's Open Houses to inform prospective students, especially those

New Mexico Adult Education Local Program Annual Report 2024-2025

without a high school diploma, and directing them to on-site coordinators for advising. Additionally, the IET program has expanded to offer four distinct programs, with coordinators attending professional development conferences to enhance their knowledge and skills. To strengthen community ties, staff have attended relevant training and conferences, revised MOUs with partner organizations, and shared information about available services to connect students with further opportunities.

ELA and IELCE Programs: The ESL Administrative Team meets weekly to discuss issues and goals. Top priorities were and will continue to be 1) improving performance outcomes, 2) marketing and outreach, and 3) connecting students to opportunities. The emphasis on retention and persistence was pushed in registration and advising sessions, in class with visual and spoken reminders and encouragement, and in training sessions with instructors. These efforts were part of the improved data points in retention, post-testing and MSGs. Marketing and outreach continue to draw new students to our ESL/IELCE Programs. Having continuity of streams of students through the ESL and IELCE Programs to IET, LVSF, and SFCC programs confirms relevance of ESL and IELCE as crucial entry points to other opportunities for refugees and immigrants. Continued budget for training is money well spent. Being able to bring in outside trainers is especially useful for both newer and experienced ESL Instructors to help with delivery of content and service to students, resulting in better persistence rates and increased language acquisition.

Strengthened and Clarified Data Procedures: The Data Analyst, Program Managers, Senior administrative Assistant, and the Senior Director have improved data procedures, data surveys and discuss and analyze monthly data at the Management meetings. The Data Procedures Manual is a “works in progress” and we continually review and add to it.

Re-establish MOU with the Santa Fe County Adult Detention Facility: We have set up and have begun a partnership for literacy tutoring with the Santa Fe County Adult Detention Facility. We have begun a literacy tutoring group for a women’s re-entry group at the facility. This involved months of planning and organizing with the detention facility staff before we were able to begin tutoring. Regular, weekly tutoring was able to begin at the end of 2024-2025 fiscal year. More statistics and goals achieved will be available for the 2025-2026 fiscal year, as this work is on-going.

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)	800
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	336
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	55.6%
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%	44.8%	53.5%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	70.6%	35.7%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	39.2%	45.3%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	34.7%	40.1%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$6,875	\$8,811

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

ACE Program: In FY 2024-2025, ACE enrolled 636 students, including 380 NRS participants—201 more than the previous year. Despite higher enrollment, retention dropped from 78% to 60%, below state targets. Non-NRS participants also increased significantly, from 94 to 254. Staffing shortages were the primary cause. The lack of a dedicated evening Math instructor forced students into a fully online program, leading many to drop out. The vacant positions, Program Specialist and ACE Coordinator positions, also reduced the quality of advising, resulting in less support and quality instruction.

ELA and IELCE Programs: 528 students were enrolled in FY24-25. This was down from 711 the previous year. Of the 528, 440 became NRS eligible. Our retention rate increased from 73% to 83%. We attribute this to increased emphasis on our attendance policy.

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.

ACE Program- Our post-testing rate is significantly below state requirements, currently at 36%, a decline from the previous fiscal year's 46%. Staffing challenges have played a key role in this decline. At the start of the fiscal year, the newly hired ACE Coordinator was still familiarizing themselves with SFCC's testing procedures. Also, the Program Specialist position was vacant during the fall semester. By the spring, the program was further impacted by the absence of a coordinator responsible for organizing and overseeing TABE testing for the entire program.

To address these issues and improve our post-testing rate, we will implement a plan that includes better test organization by streamlining the scheduling and management of testing. All staff will undergo comprehensive training on TABE testing. We will also reorganize testing protocols to make the process more efficient and introduce dedicated testing sessions. A stricter testing policy will be enforced while a more robust attendance policy will be implemented to ensure higher participation in testing. These actions aim at improving the overall testing process, better support staff and students, and boost our post-testing rates.

ELA and IELCE Programs: FY 24-25 post-testing rate for ESL and IELCE was 73% compared to 68% the previous year. Our ESL Program Coordinator is incredibly diligent with tracking down students to test. Working in coordination with our Data Analyst, we kept accurate records to know when to test. We also have a strict attendance policy which is repeatedly stated during orientation, registration, and first weeks of class. We make a strong plea for students to help us with testing as a way to support our ESL and IELCE Programs.

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

ACE Program: The program's post-testing rate fell to 36%, down from 46% the previous year and well below state requirements. Staffing challenges were the main factor: the new ACE Coordinator was still learning complex SFCC testing procedures in the fall, no Program Specialist was in place, and by spring the program lacked a Coordinator to oversee TABE testing. To improve results, the program will implement: (1) stronger test organization, (2) staff-wide TABE training, (3) streamlined testing protocols, (4) dedicated testing sessions, (5) stricter testing policies, and (6) stricter attendance policies.

ELA and IELCE Programs: In FY 24-25, the ESL and IELCE Programs exceeded all state goals except for enrollment targets: enrollment decreased by 25.7%. However, retention/NRS eligibility increased from 73 – 83%; POP MSG increased 15 percentage points from 43 to 58%; EFL Gain increased 19 points from 62 to 81%; and post-testing rate increased 5 points from 68 to 73%. We focused on these goals and discussed the importance and strategies for increases with the ESL/IELCE teaching team. The ESL Program Coordinator has been fastidious with getting as many students to post-test as possible. We have also repeatedly emphasized the importance of attendance with teachers and 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.

ACE Program: Teachers will participate in increased professional development opportunities. This focus will help improve their teaching effectiveness and contribute to overall program success. In addition, instructors and coordinators will provide more targeted advisement to students, particularly around their readiness for the High School Equivalency (HSE) exam. Once a student is deemed prepared, they will receive a voucher and strong encouragement to schedule their HSE subtest. In terms of retention and post-testing rates, the ACE team is now prioritizing the redesign of our orientations, as well as enhancing advising and instructional methods. These adjustments aim to better support students throughout their educational journey and increase successful outcomes.

ELA and IELCE Programs: We exceeded all state goals except for enrollment. Despite our usual outreach efforts in the local community, we attribute enrollment decrease to the heightened presence of ICE resulting in student fear of public exposure, the anti-immigrant federal policies, stricter border policy efforts, stated deportation efforts and actual deportation events, and the high cost of housing in Santa Fe. We market our programs broadly in the Santa Fe community to businesses, organizations and agencies especially those who work with refugees and immigrants, and with our community partners. We will continue to market in the future.

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

ACE Program: One trend we see is the steady increase in enrollment. The ACE program has grown every year with 366 students in FY 22-23, 435 in FY 23-24, and 636 in FY 24-25. Even though our enrollment continues to rise, the state indicator percentages have stayed about the same, and our Measurable Skill Gains (MSGs) have gone down. We also see that persistence and retention have dropped each year, meaning fewer students are retained in the program long enough to show progress. Another important area is our High School Equivalency (HSE) credential. We had growth in FY 23-24, but there was a slight dip in FY 24-25. What stands out most is that even though more students were served last year, our overall

New Mexico Adult Education Local Program Annual Report 2024-2025

credential attainment rate fell sharply. This shows that while we are reaching more students, we need to focus on helping them stay engaged and complete their goals, not just on increasing enrollment.

ELA and IELCE Programs: In FY 24-25, we exceeded all state data goals except for enrollment numbers improving upon our performance in FY23-24. Our policies and procedures regarding attendance and testing from last year and the previous year seem to work well. Enrollment is something that we try to maximize every year via marketing to new students and with retention efforts of current students. We turned away, due to reaching maximum numbers in lower-level classes or referrals to LVSF, approximately 50 students of lower proficiency levels this year. One explanation for lower enrollment is a decreased client base of higher English proficiency levels. We attribute this phenomenon specifically to higher proficiency students being more desirable in the workforce, and in general: anti-immigrant federal policy, stricter border policy, increased ICE presence/increased fear and perceived threat from ICE, the ongoing high cost of housing in Santa Fe, and continued high market demand for service sector, hospitality, construction, and personal care workers.

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.

ACE and IET Programs: The ACE team regularly uses monthly data reports to assess progress toward performance outcome targets. During our monthly discussions, we focus on strategies to improve post-testing rates, share best practices, address challenges, and identify solutions. Moving forward, ACE staff will continue to rely on these reports to guide our efforts. Furthermore, the ACE program will begin participating in Professional Learning Community with an emphasis on data improvement and enhanced teaching practices.

ELA and IELCE Programs: Monthly data reports from our adult education Data Analyst are used to maintain our understanding of performance and trends. Our data analysis informs us when students are post-test eligible, when students have made level gains and don't have to test again, and which students need to post-test again and in what areas they are lacking. In Spring 2025 semester, there is also a shift, based on data, towards addressing gaps in knowledge, so that there is greater likelihood of students achieving a level gain. We pre-test after 12 hours of instruction. We do not register new students for Summer sessions before the end of the fiscal year because there is very little chance of them achieving a level gain while becoming part of our NRS-eligible student statistics.

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 2024-2025	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	843	\$330,355	\$391.88
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	683	\$267,654	\$391.88
Referrals to and coordination of activities with other programs and services.	Career Service	96	\$37,620	\$391.88
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	671	\$262,951	\$391.88
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	92	\$36,053	\$391.88
Total:			* \$330,355	\$391.88
Integrated Education and Training (IET) programs	Training Service	76	\$0 SFCC & WIN Funded	\$0 SFCC & WIN Funded

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

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.

IET Program: The ACE program has implemented all IET programs including the Automotive Maintenance and Light Repair, Facilities Maintenance Technician, Certified Nursing Assistant, and Phlebotomy certificate programs in partnership with the NALWDB and One Stop staff. All partners market these educational opportunities to the community and refer people to the program. In addition, WIOA Title 1 funds, administered by the NALWDB, provide training funds for eligible 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?

IET Program: Our Adult Education and literacy activities align with our Northern Local Area Plan. Our biggest challenge has been working with the HELP NM provider. We have tried numerous times to refer students for assistance, but they were little to no help. Students became frustrated and would often ask for other resources. Additionally, IET implementation is in direct alignment of the Local Workforce Plan and strives to align WIOA Title I and Title II services.

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.

ACE and IET Programs: When students join the ACE program, they fill out an Academic/Career Learning Plan. As part of this, they conduct an interest survey and choose three possible careers to explore. They research careers, looking at the average pay and the education needed, and then review this with their advisor in a one-on-one meeting. The plan is uploaded to LACES so advisors can refer to it later. An SFCC admissions advisor also meets with students during orientation to share college and career options. Career advising continues throughout the student’s time in ACE, and before finishing the program, students relate to SFCC’s career coach and advising team to plan their next steps. During enrollment, ACE staff also look for students who might be a good fit for IET programs and refer them to IET Coordinators for more information and possible enrollment. Employment planning is integral to our IET Program. IET Coordinators will provide resume assistance, mock job interviews, and assist in job searches.

ELA and IELCE Programs: ESL/IELCE Program Administrative Staff provide career and academic advising in individual sessions to students who have interests in matriculating to credit college degree and certificate programs and workforce training, such as IET certificate studies. IET and other SFCC program administrators are constantly invited to ESL/IELCE classes to introduce their programs. Course curriculum, textbook series, and state approved digital resources, such as Burlington English, offer support to workforce preparation, career exploration, skill inventories, and language building for the workforce.

- 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).

75

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

9.3%

- 4. Enter MSG rate of your IET participants.

98.7%

- 5. Discuss successes, challenges, and lessons learned from IET programming this year.
Our IET programs have seen great success over the past year. With the addition of two IET Coordinators, we were able to expand four programs, now offering Phlebotomy, Certified Nursing Assistant, Facilities Maintenance, and Automotive Light Repair. Due to scholarships, we've been able to support many students to pay for tuition and materials. A strength of our programs is the strong network our content instructors have with employers, leading to students’ employment opportunities after completing the program/s.
However, we've encountered some challenges with our multi-semester programs, which ideally should take about a year and a half to complete. The longer duration increases the likelihood that students may not finish the program or take longer than anticipated. This has made tracking student progress and

New Mexico Adult Education Local Program Annual Report 2024-2025

outcomes difficult. Additionally, many students change their phone numbers and emails, further complicating our ability to reach out to them.

To address these challenges, we are currently developing a strategy to improve how we track students post-program. This will help ensure we can maintain connections and effectively monitor their employment/ outcomes.

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.

ACE and IET Program: Orientations for the HSE preparation program take place every 8 weeks. All orientations are online and 5 days in length. Sessions are offered in the morning, evening, and in Spanish. Over the course of 5 days students complete the following modules and interactive presentations: program introduction, overview of structure, expectations, and guidelines, career interest inventory, goal setting, student learning plans, student success skills, student wellness, and an introduction to online course materials (essential education, Canvas, zoom). Students also complete the TABE test in math, reading, and language. They apply to SFCC, receive a student number, and set up an SFCC account. Finally, students meet with an advisor to review their test scores, enroll in LACES and BANNER, and complete their student learning plan. Advisors follow up with an e-mail that includes their TABE report, schedule, and additional enrollment information. The IET coordinators are fully integrated into their respective programs' orientations. For example, our Trades IET Coordinators will present at the Facilities Maintenance orientations.

ELA and IELCE Programs: Current students are registered for the next term in the last weeks of the term they are completing. This "priority registration" of current students lets us know how many seats are left in each class for new or past returning students. Promotions from level to level are part of this. New student orientations/registrations occur the week before the next term begins and are intended to fill the remaining seats in each class. This allows us to plan and adapt to any last-minute changes until the week before start of classes. Orientation sessions include obtaining intake information, FERPA form signing, attendance policy emphasis, program description, placement tests to determine English proficiency level, advising of class options, and registration. Pre-tests are administered after 12 hours of instruction.

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.

ACE Program: Classes are offered in the morning, evening, and are also offered in Spanish. Based on TABE scores, students are placed in a lower level or more advanced English and/or Math class. Science and Social studies are offered as separate classes in the morning. The evening classes take place four evenings a week for 1.5 hours and are divided into lower level and more advanced. All subjects are covered in these classes. All students are placed in Essential Education, allowing for more individualized, targeted, and self-paced instruction

ELA and IELCE Programs: We recognize that more hours of language instruction would benefit each student to increase intensity of study. Unfortunately, we learned over time that student schedules and budget constrain each ESL class to meet for only 5 hours per week. Homework, distance learning, online language

New Mexico Adult Education Local Program Annual Report 2024-2025

programs (e.g. Burlington English), and outside assignments can add to the total language practice hours in a week. Students are allowed to take more than one class to increase their practice hours. Each program level takes approximately 140 hours for the average MLL to complete over Fall and Spring semesters. Most students are promoted to the next level if they have mastered the majority of performance objectives in each level and have attended most hours of class. Summer sessions are used to help students with extra practice.

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.

ACE Program: The ACE program has adopted a range of online resources, including web-based software tailored to the specific academic needs of each student. Technology continues to play a central role in HyFlex and online classes, remote testing, staff meetings, and collaboration. This HyFlex model has proven especially valuable, offering students the flexibility to access classes from home. To help close the digital equity gap, the ACE program provides laptops and hot spots to students who need them. In addition, students work closely with a career coach and an SFCC academic advisor to plan for college and/or a career upon graduation.

ELA and IELCE Programs: All ESL classes used some form of technology with most using a variety of learning applications to enhance the language acquisition process for students. Most instructors have added Burlington English as supplemental class exercises and as a way for students to practice outside of class. There are computer stations in one of our on-campus classrooms. Our partnership classes with SFPS Parent Academy have smart boards in the classrooms. Course outlines have sections on how to translate in-person activities into digital experiences. SFPS Parent Academy did not have enough budget to provide child-care in the Fall 2024 semester, but funding returned for childcare in Spring 2025; this did prevent about a dozen students from taking classes in the Fall semester.

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.

ACE Program: All program components and resources used by the ACE program focus on teaching the CCRS standards. During the initial advising session that takes place during orientation, advisors review the individual TABE reports with every student so that they understand their current skill levels as they relate to the CCRS. Advisors then set new academic goals with students and document the goals on the student learning plan. In addition, all instructors use Essential Education as a platform for both in-class and individualized instruction. Essential Education is directly aligned with the CCRS.

ELA and IELCE Programs: The ESL and IELCE Programs use ELPS to align courses and ensure continuity between proficiency levels. The ELPS inform course alignment, proficiency level sequence, level-appropriate content, scaffolding accommodations, adult English Language Learner principles, and understanding of the multi-modal dynamic involved in successful language acquisition. Each course outline for each level details interpretive, productive, and interactive skills and provides entry and exit proficiency levels. Performance

New Mexico Adult Education Local Program Annual Report 2024-2025

objectives that parallel ELPS proficiencies add emphasis to the contextualized nature of language function. In each course outline, thematic units are divided by semester accompanied by associated performance objectives and activities that practice various functional skills. Additionally, we provide examples of formative and summative assessments, test preparation, level-appropriate vocabulary lists, test preparation activities, and digital literacy task experiences. The course outlines, the two textbook series used, and CASAS tests all align with the 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.

ACE and IET Programs: Moving forward, the ACE department will adopt the Professional Learning Communities (PLC) model to guide collaborative instructional improvement. PLCs will emphasize peer-to-peer professional learning with a focus on student success, particularly High School Equivalency (HSE) attainment. As DuFour, DuFour, and Eaker (2008) remind us, *“The fundamental purpose of the school is to ensure all students learn rather than ensure all teachers teach.”* This is especially relevant in adult education, where achievement of student goals (HSE attainment) is the central measure of success. Instructors, too, are adult learners, and we recognize that they grow best when learning from one another. Collaboration and shared reflection into our practice is not only best practice but also models lifelong learning for both students and instructors. The benefits of PLCs include strengthening collaboration, using data to guide instruction, and engaging in reflective practice. Furthermore, PLCs move instructors away from isolated classrooms and into a community of shared expertise, fostering collective growth and continuous improvement.

ELA and IELCE Programs: As the ESL/IELCE Program Manager writing responses to these questions, I can affirm that the ESL and IELCE Programs strive to acquire and employ current theory and best practice in delivery of service to students. The ELPS, growing research into use of AI in adult education, and research on neuroplasticity and brain growth considerations in language learning for adults (such as: Gkintoni E, Vassilopoulos SP, Nikolaou G. Brain-Inspired Multisensory Learning: A Systematic Review of Neuroplasticity and Cognitive Outcomes in Adult Multicultural and Second Language Acquisition. *Biomimetics* (Basel). 2025 Jun 12;10(6):397. doi: 10.3390/biomimetics10060397. PMID: 40558367; PMCID: PMC12190708.) is inspiring thought on our facilitation of language acquisition. Our instruction features a) curricular concepts to enhance instructional approaches such as contextualized instruction, project/problem-based learning, and communicative competence; b) embedded rigor in practice as a shift to critical thinking about what constitutes essential skills in practice; c) differentiated instruction and learner-centered methods to shorten the mental distance between the student and contextual understanding; d) an expectation for grammar acquisition that learners will be able to produce and interpret most grammatical structures in contextualized, meaningful, and level-appropriate communication tasks; e) cognizance that adult learners need to know the relevance of classroom instruction to needs outside the classroom; and, f) sharing lesson objectives with learners to establish relevance and motivate learners to monitor progress towards a successful outcome.

New Mexico Adult Education Local Program Annual Report 2024-2025

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). 440
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 57.85%
 - Voted or Registered to Vote 0%
 - Increased Involvement in Community Activity 18.63%
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) 0
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4. 0%
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.

We understand Section 231 AEFLA and Section 243 IELCE are separate funds and that IELCE funds are not meant to supplement Section 231 ESL services. Staffing and funding are limited resources and IELCE services are necessarily offered concurrently with ESL services. It may appear that IELCE funds are supplementary; however, they are distinct components in our course outlines.

We offer education services for English language learners, under Section 463.70. English literacy/civics education enable adults to achieve competency in the English language, to attain skills needed to function effectively as parents/workers/citizens, and to acquire workforce preparation skills, Section 463.33. These IET adult education and literacy activities are English language acquisition, integrated English literacy and civics, and workforce preparation activities as described in Sections 463.36 and 463.30.

Our workforce preparation activities help students acquire a combination of academic, critical thinking, digital literacy, and self-management skills as per Section 463.34. Section 134(c)(3)(D)(x) Training Services, stating "adult education and literacy activities including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii)" of which we consider "(vi) skills upgrading and retraining" to be adequately covered in workforce preparation skills component within the ESL/IELCE Program curricula.

We demonstrate IELCE program effectiveness per Subpart C, Section 463.24, by providing performance data on improving skills of eligible individuals with low levels of literacy in English language acquisition. We meet requirements under 34 CFR 463.73 by giving instruction in literacy and English language acquisition and in rights and responsibilities of civic participation. This is coupled with integration with local workforce development as there are IET programs offered in our department. ESL students are informed of IET courses, are referred to IET Coordinators for advising, and IET coordinators are continually invited to visit ESL/IELCE

New Mexico Adult Education Local Program Annual Report 2024-2025

classes to introduce their programs and give information. MLL students are allowed to matriculate into IET Programs when they achieve minimum required proficiency. MSGs on high level standardized tests and demonstrated mastery of English language, academic, civic participation, employability, and digital literacy skills in high intermediate and advanced ESL classes are indicators of potential success in IET Programs.

In response to a letter from NMHED-AE in May 2025 regarding how to make our IELCE services more transparent, we planned in May/June of 2025 to offer IET Bridge classes specifically for High Intermediate MLL students. At the time of this writing, these classes have started and are offered morning and evening.

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.

Adult MLLs come to our ESL and IELCE Programs to improve their English language skills for employment, promotion, further education, and increased involvement in the community. Referrals are given to students ready for next steps on their career or educational track and include, but are not limited to, the Academic and Career Education Program, IET Program, Literacy Volunteers of Santa Fe, and NM Department of Workforce Solutions. Challenges come from a budget amount limiting class hours and weeks in a semester, although we were able to lengthen our semester from 12 to 14 weeks in FY 24-25. Another perennial challenge is retention of both instructors and students and accommodating life situations to keep students studying with us. With the new federal administration, we are experiencing other problems such as enrollment decreases attributable to anti-immigrant philosophy and policies, ICE raids and intimidation, an even stricter border policy, and federal education department changes that discriminate against immigrants.

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.

Our ESL and IELCE Programs course outlines have components of English language study, civics education, academic and employability skills practice, and digital literacy trainings. Most of our students already work in the local labor force. Knowing how to communicate in English is a skill set that is crucial to obtaining employment, staying employed, and getting promotions. Integration, as defined by WIOA Section 243(c)(1), for the ESL and IELCE Program with the local workforce, is in supplying a means of acquisition of English language for non-English speakers. Ironically, it is most often the workforce itself that is an impediment to our students learning English; the most common reason that students give for having to miss or drop out of classes altogether is a work schedule change. In addition, many places of employment do not want to or are unable to provide the means for helping their workers acquire English language skills.

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.

Administrators and instructors in ESL can benefit from training emphasizing English for the workforce as it relates to people without documentation for work. Only 13% of our students in FY 24-25 reported SSNs, so it could be difficult for MLL students to see the point in attending IET courses if SSNs are required for licensing exams and employment in those fields. We would like state guidance in implementing specific IELCE program procedures to improve persistence.

New Mexico Adult Education Local Program Annual Report 2024-2025

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). **N/A**
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). **0**
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.

We have set up and have begun a partnership for literacy tutoring with the Santa Fe County Adult Detention Facility. We have begun a literacy tutoring group for a women's re-entry group at the facility. This involved months of planning and organizing with the detention facility staff before we were able to begin tutoring. Regular, weekly tutoring was able to begin at the end of 2024-2025 fiscal year. More statistics and goals achieved will be available for the 2025-2026 fiscal year, as this work is on-going.

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.

Support with educational materials and training-specific to corrections education would be welcome. Our tutors went through our own training, as well as the training provided by the detention facility. However, support with curriculum and supervision would be welcomed. Currently, the detention facility is unable to arrange any tutoring times outside of two hours weekly, with a group of 8-12 students at a time. Our tutors have expressed the desire to work in smaller groups at different hours. The incarcerated students selected are more than willing to study more and have shown that upon release, they come into the college looking to continue their education. There is an opportunity to expand here if the right balance is struck.

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. \$330,355

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. (This was the IFA to the NALWDB for the Northern AE Title II Programs) \$5,000

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

Total hours contributed	Fair Market Value per Hour	Total
10,925	\$34.79	\$380,081

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

Total hours contributed	Fair Market Value per Hour	Total
0	\$34.79	\$0

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

Total hours contributed	Fair Market Value per Hour	Total
1,355	\$34.79	\$47,140

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. \$93,600

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
9,960	\$19.25	\$191,730

Alternate option:

Please indicate institution's building renewal and replacement allocation

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
City of Santa Fe	\$64,000
Dollar General Literacy Foundation	\$7,000
Frost Foundation	\$15,000
Las Campanas Community Fund	\$22,000
NMHED Adult Literacy Services	\$50,000
Santa Fe Community Foundation	\$15,000
SFPS Parent Academy	\$15,357
United Way of North Central New Mexico	\$20,000
TOTAL	\$208,357

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	

New Mexico Adult Education Local Program Annual Report 2024-2025

Appendix: Career and Training Services

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

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

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) **all or nearly all** the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don’t necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person’s hourly rate and calculating how much time this person spent on such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:
 - You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you **do not need to report them in Section IV.**
 - **Do not include any administrative costs in your report.** Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
 - Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
 - If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

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

New Mexico Adult Education Local Program Annual Report 2024-2025

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.