



State of New Mexico Higher Education Department Adult Education Division

Program Annual Report Preparation Guidelines and Reporting Template

2024-2025

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

**Reporting Deadline
September 8, 2025**

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

Annual Program Report 2024-2025

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

Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (Curriculum and Instruction)
- ☐ Complete Section VII (IELCE- **Only Complete if Applicable**)
- ☐ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- **Only Complete if Applicable**)
- ☐ Complete Section IX (Fiscal Survey)

New Mexico Adult Education Local Program Annual Report 2024-2025

NMHED AE Division provides this template and guidelines for local programs to report 2024-2025 program year information. The annual reporting process helps the NMHED AE Division aggregate program information for reporting to the U.S. Department of Education and to state entities.

General Instructions:

Please read the following instructions carefully before beginning to write your report.

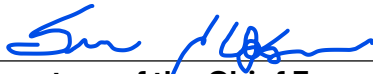
1. Please answer the **full** question that is asked. If a question has sub-questions or multiple questions in the item, answer each question. We ask questions in most cases because we must report this information to the federal government in the coming months. If you don't answer part of a question, then we can't fulfill our reporting obligations and will have to request that you immediately complete the form.
2. Do not skip any section. If you skip any section, we will return your report to you and ask you to complete it, get it signed again, and resubmit.
3. Type your report and use **single spacing** in your narrative responses.
4. While we require your answers to be complete, we ask that they also be concise. We are looking for information pertinent to the question, but we don't need sections cut and pasted from your application or other sources. Answering in a concise manner benefits you (not so much writing!) and benefits us (not so much reading!) We use these reports a lot throughout the year and need to be able to find the key information quickly.
5. You do not have to attach NRS tables.
6. You do not have to attach your MOU/IFA with your local workforce board.
7. As you write, please keep in mind that we post these reports publicly on the HED website.
8. Please meet the deadline of **September 8**. Shortly after that, we start our reporting to OCTAE and NRS.

**(Please remove these instructional pages when submitting your final report.
Your submitted report should begin with the signed cover page, below.)**

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Annual Program Report Cover Page

Program Name:	Next Steps Adult Education at UNM Valencia	
Institution or Organization:	UNM Valencia	
Address:	280 La Entrada Rd	
City:	Los Lunas	
County:	USA	
Zip:	87031	
Main Phone:	505-925-8900	
Website:	https://nextsteps.nmdelt.org/	
Social Media:	https://www.facebook.com/NextStepsAdultEd	
	https://discord.gg/ApE3c7xwnH	
Workforce Region(s) Served:	Central	
New Mexico Counties Served:	Valencia, Torrence, Socorro	
Submission Date:	9/5/25	
Program Director, Manager, or Coordinator Name and Title:	Susan Yassenka, Program Manager	
Contact Information:	Phone(s):	Phone(s): 505-925-8900
	Email:	Email: yassenka@unm.edu
Alternate Contact Name and Title:	Laura Musselwhite, Dean of Instruction UNM Valencia	
Contact Information:	Phone(s):	Phone(s): 505-925-8500
	Email:	Email: lmusselwhite@unm.edu



Signature of the Chief Executive Officer or Designee

9-5-2025

Date

Susan Yassenka, Program Director

Typed Name and Title

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Section I. Program Narrative Report

Directions: Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to the questions. Answers should be single-spaced.

1. Describe your program briefly. Include the services you provide under WIOA Title II and the student population you serve. You may reference AEFLA allowable activities from WIOA Sec. 203 (<https://wioaplans.ed.gov/node/452051>.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

Located on the UNM-Valencia Campus, the Next Steps: Adult Education Program continues to primarily serve adult learners at middle and upper levels of adult education (NRS Level 3 and above), with two foundational math classes to support students progressing below NRS Level 3. Our HSE Preparation, Spanish HSE Preparation, and ESL courses are thoughtfully scheduled during both morning and evening hours, offering maximum flexibility to accommodate diverse student needs and schedules.

Our program specializes in HI Flex delivery, providing in-person, live-streaming, and online learning options for HSE prep, Spanish HSE prep, ESL, and college transition courses. Beyond our core AEFLA-funded Adult Education and English Language Acquisition classes, we collaborate with UNM-Valencia to offer Integrated Education and Training (IET) programs within the Allied Health cluster. This inclusive and adaptable approach enables us to deliver enriching educational experiences to adult learners across Valencia County, as well as students with internet access in Valencia, Socorro, and Torrance counties. Additionally, students who require flexible participation can engage fully through asynchronous classes, making education accessible regardless of scheduling conflicts. Our offerings include HSE and ESL courses conducted at the UNM Valencia Workforce Training Center, El Cerro Community Center, and on the UNM Valencia Campus, further expanding opportunities for our adult learners to advance their skills and achieve their goals.

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.

Staffing:

Our program has faced staffing challenges this year. Mid-year, our two low-level math instructors left, and despite efforts, we were unable to fill these positions by January. As a result, we integrated the remaining students into other math classes, which worked well for most; however, a few students were affected by the transition and had to adjust to the new arrangements. To ensure continuity, our program manager steps in to instruct when staff are on leave or absent due to illness, depending on scheduling availability. Hiring remains a priority, and we are actively working to fill these positions to strengthen our team moving forward.

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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?

Students have the flexibility to attend classes either in person or virtually. Our classroom technology ensures that in-person students can use microphones, enabling online participants to hear the full class discussions and actively engage. A live video projection displays the class and online attendees, facilitating seamless interaction between both groups. Additionally, in-class computers support small group activities that include a mix of online and face-to-face students, promoting collaborative learning.

All courses within the Next Steps Program are designed with HI Flex, meaning they are offered through in-person sessions, live streaming, and recordings. This setup allows students to participate synchronously or asynchronously according to their needs. To support online engagement, our program produces instructional videos with screenshots and step-by-step guidance on accessing email, Google Classroom, Google Meet, and other Google tools. These resources are provided after students meet with an onboarding coach, who also offers instruction on using these digital platforms.

Addressing digital equity is a key priority, particularly for students from low-income backgrounds or those living in remote areas. Students are directed to programs that provide discounted internet services and tablets. They are also informed about locations offering free Wi-Fi and libraries where they can access computers at no cost. It is feasible for students to use smartphones for all online activities, including attending virtual classes. Those attending in-person classes can borrow laptops to participate in small group work with online students, and laptops are available for use at our center during business hours. Additionally, we offer tutoring support utilizing online tools to assist students' learning.

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.

Our adult education initiative is based at UNM-Valencia. Through this partnership, the program benefits from classroom spaces, office facilities, computers, technical assistance, and student referrals provided by UNM-Valencia. The campus is accessible to our adult learners, offering a range of student services such as tutoring, free meals, writing support, and library resources.

The adult education program maintains an informal collaboration with UNM Valencia's Title V Grant project, PASOS: Pathways to Articulation and Sustainable Opportunities for Students. According to the PASOS project description, "The PASOS grant serves all UNM-Valencia students. As a Hispanic-Serving Institution, this specialized grant is strategically aimed at increasing enrollment, retention, persistence, graduation, and transfer rates among Hispanic and/or low-income students." Students in the Next Steps program are encouraged to work with PASOS tutors.

Additionally, Next Steps has an informal partnership with the UNM Valencia Allied Health Department, which participates in the Integrated Education and Training (IET) program. This allows Next Steps students

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to enroll in IET courses such as Phlebotomy, Certified Nursing Assistant (CNA), and Emergency Medical Technician (EMT).

The program also maintains an informal relationship with the Valencia County Literacy Council (VCLC), facilitating student referrals across these organizations as appropriate. Moreover, Next Steps has a formal partnership with the Central and Southwestern Workforce Development Boards. The program director participates in online board meetings and serves as a UNM Valencia representative on the Central Workforce Board.

5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2024-2025:
- What were your PL priorities in 2024-2025 and generally speaking, how did you address them?
 - What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?
 - What were your main successes and challenges in implementing your PL Plan?
 - Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?

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

Our primary focus was on increasing our EFLs. To achieve this, we prioritized professional development for our instructors, exploring innovative approaches and training opportunities to enhance instruction. We are committed to continuous improvement and are actively seeking new strategies to support our teaching team and student success.

Our primary professional learning (PL) priority for 2024-2025 was to improve instructor effectiveness and student outcomes. To accomplish this, we prioritized targeted professional development focused on innovative teaching strategies, data-driven instruction, and culturally responsive practices. We actively sought opportunities for our instructors to engage in workshops, peer collaboration, and external training sessions that would enhance their instructional skills and adapt to diverse learner needs.

Additionally, we implemented regular coaching and reflective practices to support continuous improvement and to help instructors integrate new approaches into their classrooms. We also emphasized the importance of sharing best practices and fostering a collaborative learning community among staff.

Our commitment to ongoing growth drives us to continually evaluate the effectiveness of our professional development efforts and explore new strategies that support both our teaching team and student success. We remain dedicated to fostering a culture of continuous improvement, ensuring that our instructors are well-equipped to help students achieve their goals and improve their educational outcomes.

b. What were the most impactful PL experiences for you and your staff, and how did they influence your program?

The instructor meetings were among the most impactful professional learning experiences for both myself and the staff. These sessions offered a dedicated platform for exchanging ideas, sharing best practices, and accessing new resources. The collaborative environment cultivated during these meetings fostered increased alignment and motivation among instructors, leading to improved instructional strategies and, ultimately, enhanced student outcomes.

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

One of our primary successes was fostering a strong sense of community among both part-time and full-time staff, which facilitated opportunities for professional growth, collaboration, and camaraderie. A significant challenge we faced was coordinating meeting times that accommodated everyone's schedules. To address this, we provided comprehensive meeting minutes and follow-up communications to ensure all staff members remained informed, engaged, and able to contribute regardless of attendance..

d. Do you feel your program successfully implemented the NMHED-AE Professional Learning Policy? What support might you need moving forward?

Yes, we believe our program has successfully implemented the NMHED-AE Professional Learning Policy, as reflected in a significant increase in our EFL rates. Additionally, enhancements in our data recording practices have contributed to this positive trend and will continue to inform ongoing instructional improvements. Moving forward, sustained access to targeted professional development resources and specialized support for data analysis will be essential in maintaining and further advancing these gains.

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Section II. Core Indicators of Performance 2024-2025

Please enter the following information regarding enrollment, assessment rates and core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Number of NRS participants in PY 2024-2025 (Table 4, last row of column B)	182
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	37
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE. 40-0)	40
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	Alt Placed= 98 L6=0

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%	61.16%	63.16
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	40%	64.71
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	53.60%	52.04
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	46%	48.78
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$3,942.94	\$5,706.97

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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.
This year we stopped excluding the students that did not complete 12 hours beginning in October 2024. Our retention rate is different than last year due to this. We had more students that were counted as non-NRS Participants.
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.
Our efforts to increase post-testing rates focus on timely administration of post-assessments once the required hours are completed. We have implemented strategies to encourage immediate post-testing to ensure compliance with assessment timelines. Additionally, we recognize the need to bolster our capacity by hiring additional support staff dedicated to managing and conducting post-tests, which will help us streamline the process and improve overall rates. We are committed to continuously reviewing and refining our procedures to meet or exceed the 60% post-testing rate requirement outlined in the NM Adult Education Assessment Policy.
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.

We exceeded each state goal listed in the performance measure table above. This is in part because we had 41 students that were in IET programs and had an automatic MSG. Our students made gains in HSE and ESL as well. I believe we have been making improvements as the program continues to evolve with the many changes we implemented in the past two years with a new program manager. Changes will continue as needed to increase outcomes.

4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.
Our program successfully exceeded each of the state-negotiated performance levels and goals outlined in the performance measure table. A significant factor contributing to this achievement was the enrollment of 41 students in Integrated Education and Training (IET) programs, which automatically contributed to meeting the measurable student gains (MSG) targets. Additionally, our students demonstrated notable progress in both HSE and ESL outcomes, reflecting the effectiveness of our instructional strategies and support services.

We have observed consistent improvements over the past two years, which can be attributed to deliberate program enhancements and strategic changes implemented under the leadership of our new program manager who met with Katya Backhaus for guidance in program improvement and data enhancement. These changes include curriculum refinements, increased focus on data-driven instruction, and targeted professional development for staff. We recognize that continuous improvement is essential, and we are committed to making ongoing adjustments to further increase outcomes and ensure sustained success.

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While we are proud of these accomplishments, we also acknowledge areas for growth and plan to monitor performance closely, adjusting our strategies as needed to maintain and surpass our performance targets in the future.

5. Consider your performance data from the last and previous program years. Discuss overall trends. Last year we had 117 NRS Participants and this year we had 182, yet our MSGs increased this year, which is a great feat, considering the number of students that were NRS Participants. The student increase was due to our program adding all students in FY25 into LACES and testing them in the full TABE in Orientation. This was for 75 percent of the year. The coming year will have 100% of all students tested fully in TABE in orientation. Our post-test rate needs to be increased, so we can get better student outcomes as well.
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. Our program made these data driven improvements.
 1. Adding all new students in LACES, after orientation that included all TABE tests.
 2. Post-testing sooner around 40 hours, we tried this and need to hire extra help with testing.
 3. EFL gains – instructor PD – Bi weekly meetings helped instructors share instructional activities that helped our outcomes.
 4. Curriculum improvement in ESL and HSE. The Essential Education text books and Santa Fe Community College Curriculum for ESL helped improve our program.
 5. The coming year is slated for hiring an additional person to help with data and one for help with post-testing.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2024-2025	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	182	9,100	50
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	182	13,650	75
Referrals to and coordination of activities with other programs and services.	Career Service	117	5,850	50
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	141	7,050	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	117	2,340	20
Total:		739	*37,990	50
Integrated Education and Training (IET) programs	Training Service	41	11,931	291

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

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

Our program continues to actively connect students with local job-related resources through the One Stop center, which has a representative on the UNM Valencia Campus. The program director regularly participates in Southern and Central Workforce Development Board meetings, including serving on the Central Workforce Board as a member of the executive committee. This involvement allows for direct access to valuable workforce information and initiatives, which are then shared with students through instructors and our program coach during student meetings.

In addition to this, we promote various job fairs, workshops, and employment opportunities, ensuring that students are well-informed about events and services available to support their career development. Many programs also present their offerings at board meetings, and this information is disseminated to students, providing them with essential resources to achieve their employment goals. These partnerships and resources have proven to be highly beneficial for our student population, supporting their transition into the workforce.

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

In FY24, our program strengthened its partnership with the Central Workforce Development Board through a formal Memorandum of Understanding (MOU). This collaboration has been instrumental in enhancing our ability to connect students with vital employment resources and career development opportunities. During the year, our adult education activities integrated comprehensive job-seeking resources, assistance programs, and workforce services, which were regularly highlighted and discussed at the board meetings.

To ensure that our students are well-informed and able to access these opportunities, we actively disseminate this information through our instructors and staff during classes and individual meetings. Additionally, our program manager maintains a close partnership with the local One-Stop Career Center, regularly meeting to share updates on partnership initiatives, employment opportunities, and community resources. This ongoing collaboration allows us to create a seamless pipeline for our students to access employment services, ultimately supporting their career goals and economic independence.

Our commitment to fostering strong community partnerships continues to be a cornerstone of our mission to empower adult learners and enhance their pathways to meaningful employment.

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Section V. Career Pathways Activities

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

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

Career planning and advising are integral components of our Adult Education program, systematically embedded into the student experience to support their long-term success. Upon enrollment, each student meets with our onboarding specialist, who provides personalized guidance on career goals, educational pathways, and available community resources. This initial session sets the foundation for tailored career planning.

As students progress through their program, they continue to receive structured advising at regular intervals—specifically after every 40 hours of instructional activity and post-testing. These ongoing coaching sessions allow students to reassess their goals, explore new opportunities, and develop actionable plans for employment or further education. The advising process is flexible and responsive, ensuring that students' evolving needs and aspirations are continually addressed through personalized support.

This continuous engagement fosters a proactive approach to career development, empowering students to make informed decisions and build confidence in their career trajectories. By integrating career planning into every stage of their educational journey, we aim to enhance student motivation, retention, and successful transition into the workforce or advanced educational opportunities.

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).

41
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

23%
4. Enter MSG rate of your IET participants.

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

This year's IET (Integrated Education and Training) program has achieved several important successes, particularly in increasing student participation and advancing workforce readiness. A major accomplishment was the addition of the Emergency Medical Technician IET, which reflects the program's effectiveness in partnering with UNM Valencia. We plan to expand our IET offerings by adding more classes in the upcoming year to better support workforce development in our community.

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.

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Our program continues to offer comprehensive orientations through a combination of face-to-face and live streaming sessions, spread over three weeks. The orientation process begins prior to the start of classes and is complemented by two additional sessions during the first two weeks of instruction. Students participate in orientation twice a week, which provides them with essential information about the program, expectations, and available resources, while also completing the enrollment process.

Students are administered in the full TABE battery to assess their skill levels in orientation. This started in October 2024, our second Fall orientation. Prior to this we did not test them in orientation. They then meet individually with a coach to discuss their results, address any challenges, and receive personalized support to help them adjust to their classes and set goals for success. This structured approach ensures that students are well-informed, supported, and motivated from the outset, fostering a positive learning environment that promotes retention and achievement.

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

Our program's schedule and structure are intentionally designed to ensure participants receive an adequate level of instruction in both intensity and frequency, supporting substantial learning gains. Classes are offered in both in-person and online formats, providing flexibility to accommodate diverse student needs. Each course is carefully planned to deliver a minimum of 40 hours of instruction over an 8-week session, ensuring students have ample time for skill development and mastery.

To maximize learning opportunities, students have access to recorded content that complements live instruction, allowing for additional review and practice outside scheduled class times. This includes recordings of class sessions as well as targeted resources focused on specific skills and concepts. Students are also offered live online tutoring sessions with their instructors at set times each week when they need additional instruction. Furthermore, we incorporate interactive programs such as Essential Education and Burlington English, which are tailored to develop key literacy, language, and foundational skills necessary for academic and workforce success.

This combination of structured, consistent instruction, coupled with accessible supplemental resources and targeted skill-building tools, ensures participants engage in meaningful, ongoing learning that promotes achievement and measurable progress toward 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.

Next Steps offers comprehensive instructional and support services designed to promote student success and address potential barriers to learning. All students are welcomed to utilize UNM-Valencia's college-level tutoring resources, which are available both in-person and online, ensuring flexible access to academic assistance. Students participating in IET classes at UNM Valencia have the opportunity to earn certificates upon completion of their HSE programs, supporting their transition into college coursework and employment pathways.

To enhance engagement and facilitate effective communication, our face-to-face and live-streaming classes are equipped with small soundboards and wireless microphones. This technology allows each in-person student and instructor to be clearly heard by all participants, whether in the classroom or participating remotely. The system also provides the option to mute microphones for privacy when needed,

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ensuring a respectful and focused learning environment. This setup effectively bridges the gap between in-person and online learners, fostering an inclusive and interactive classroom experience.

Digital literacy is prioritized through orientation sessions, where students are introduced to essential technology skills. Additionally, tutoring services are available for students seeking extra support in digital competencies. Students also have access to laptops at the learning center, which they can use to study, attend classes online, or complete coursework, helping to reduce digital access barriers and promote equity.

We are committed to further expanding our efforts to enhance digital literacy and ensure equitable access to technology and learning resources for all students. Currently, students can fully participate in their coursework using a smartphone, which allows them to access digital assignments, online classes, learning platforms, and virtual meetings. This approach provides greater flexibility and inclusivity, particularly for students who are unable to attend hyflex classes in person, by leveraging a device that many students already own. Our goal is to continue removing barriers and supporting all students in achieving their educational goals through accessible and effective technology use.

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.

Our program ensures that instruction is precisely aligned with the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS) to promote measurable student progress and success. All instructors are required to participate in ongoing professional development opportunities provided by the state, where they receive comprehensive training on the CCRS and ELPS. These standards are prominently posted on the instructor AE Professional Development website, serving as a key reference to guide instructional planning and delivery.

To support the effective implementation of these standards, instructors utilize curriculum resources that are explicitly designed to align with CCRS and ELPS. Specifically, we employ state-accepted programs such as Essential Education and Burlington English, both of which incorporate standards-based content and activities tailored to meet the expectations of CCRS and ELPS. These programs include targeted lessons on foundational skills, literacy, numeracy, and language development, all structured to facilitate student achievement of college and career readiness goals.

Additionally, our curriculum materials are supplemented with formative assessments and progress tracking tools aligned with CCRS and ELPS, allowing instructors to monitor student growth and adjust instruction accordingly. This systematic approach ensures that instruction remains focused, standards-driven, and responsive to individual learner needs, ultimately preparing students for success in post-secondary education, careers, and lifelong learning.

We remain committed to continuous improvement and professional learning, ensuring that our instruction remains current with state standards and best practices to support student achievement.

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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 adult education program director with a master's degree in curriculum and instruction, I draw upon several foundational theoretical frameworks to guide my program design, curriculum development, leadership practices, and staff training. Central to my approach is Constructivist Theory, which emphasizes that learners are active participants in their education, constructing knowledge through experience by integrating prior understanding with new information. This learner-centered perspective shapes how I structure instructional strategies and curriculum to promote engagement and meaningful learning.

Building upon constructivism, I incorporate Vygotsky’s Social Constructivism, which highlights the importance of social interaction, culture, and language as lenses through which individuals interpret their experiences and communicate. This theory informs my emphasis on collaborative learning environments, culturally responsive teaching, and the importance of social context in shaping adult learners’ growth.

Additionally, I integrate Maslow’s Hierarchy of Needs, a motivation theory that identifies five levels of human needs, physiological, safety, love and belonging, esteem, and self-actualization that influence behavior and learning. Recognizing these needs helps me create supportive, motivating environments that address the holistic well-being of both staff and students, fostering engagement and persistence.

Together, these frameworks—Constructivism, Social Constructivism, and Maslow’s Hierarchy—serve as a foundation for my leadership and management practices. They remind me to view the adult education environment holistically, considering the social, emotional, and cognitive needs of learners and staff alike. This perspective guides me to adapt communication, instruction, and program strategies to create an inclusive environment where individuals are empowered to make lasting, positive changes in their lives and in the lives of others.

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).	23
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).	77
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).	18

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• Achieved Citizenship Skills	7
• Voted or Registered to Vote	0
• Increased Involvement in Community Activity	3
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. (30) Then add Table 11 and find number in first row of column B) (45)	4
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4.	17%
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.	

Our IELCE (Integrated English Literacy and Civics Education) program is making steady progress toward its goal of preparing participants for unsubsidized employment in in-demand industries and occupations that support economic self-sufficiency, as outlined in WIOA Section 243(c)(1). We focus on providing participants with language skills, foundational workforce skills, and industry-specific knowledge aligned with local labor market demands within the curriculum to 100% of our IELCE students.

To achieve these goals, our program integrates contextualized instruction that connects English language development and civics education directly to in-demand industries such as healthcare, construction, hospitality, and manufacturing. We partner with local employers and workforce agencies to identify skill needs and incorporate relevant workplace skills into our curriculum. Additionally, we provide participants with career exploration, soft skills training, and job readiness workshops to prepare them for successful entry into the workforce.

In terms of performance, our program has seen positive trends in participant engagement and skill acquisition, with a growing number of participants successfully completing their courses and progressing toward employment. While specific placement data is still being collected, early indicators suggest an increase in participants securing employment in targeted industries, especially among those who received tailored industry-specific instruction and employer connections.

Challenges encountered include limited access to transportation and childcare, which can impact attendance and participation. Additionally, some participants face barriers related to digital literacy and credentialing for certain industries. To address these issues, we are enhancing our wrap-around support services, including transportation assistance, childcare resources, and targeted digital literacy training.

Lessons learned from our implementation include the importance of strong employer partnerships to ensure program relevance and employment opportunities, as well as the need for ongoing assessment of participant needs to tailor support services effectively. We recognize that continued collaboration with industry partners and a focus on holistic support are critical for achieving our program goals of placing participants in sustainable employment.

- 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.

Our IELCE (Integrated English Literacy and Civics Education) program is making significant strides toward achieving its objectives of preparing participants for unsubsidized employment in high-demand industries

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and helping them attain economic self-sufficiency, as mandated by WIOA Section 243(c)(1). We ensure that all activities outlined in the federal IELCE funding guidelines are fully implemented, focusing on a holistic approach that combines language acquisition, civics education, and workforce training.

We actively engage with local industry partners to align our curriculum with current labor market needs, emphasizing sectors such as healthcare, construction, hospitality, and manufacturing. Participants benefit from industry-specific instruction, career coaching, and soft skills development, all designed to enhance their employability and readiness for sustainable jobs.

Performance metrics indicate positive progress—participants are completing coursework at higher rates and demonstrating increased confidence in their job search skills. Although we are still collecting comprehensive employment placement data, initial feedback from employers and participants suggests that we are moving in the right direction, with an increasing number of individuals securing employment in targeted sectors.

We have faced challenges including transportation limitations, digital literacy gaps, and navigating industry credentialing processes. To overcome these barriers, we are expanding partnerships with community organizations to provide transportation support, offering digital skills workshops, and assisting participants with credentialing requirements.

Key lessons learned include the critical need for ongoing industry engagement to keep curriculum relevant and the importance of flexible support services tailored to individual participant needs. We are committed to continuous improvement, ensuring that our program not only prepares participants but also successfully places them into meaningful employment opportunities that lead to long-term economic independence.

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 program is making steady progress toward the goal of fully integrating IELCE activities within the local workforce development system, as outlined in WIOA section 243(c)(2). We have established strong partnerships with local workforce boards, One-Stop centers, and industry stakeholders to ensure that our program activities align with regional labor market needs and workforce priorities.

Through regular coordination meetings and collaborative planning, we ensure that our curriculum, training opportunities, and support services complement and enhance the broader workforce development efforts. We actively refer participants to local job placement services, apprenticeships, and sector-specific training programs, fostering a seamless pathway from education to employment. Additionally, our program staff participate in workforce development committee meetings, contributing insights and feedback to improve service delivery and align program objectives.

Performance-wise, we have seen increased collaboration with workforce partners, leading to more coordinated outreach and shared resources. Participants are benefiting from integrated services, resulting in higher engagement levels and improved employment outcomes. Nonetheless, we recognize that ongoing efforts are needed to strengthen data sharing and communication channels to fully realize system integration.

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Challenges experienced include navigating data privacy policies, coordinating schedules across multiple agencies, and ensuring consistent communication between partners. To address these, we are working on formal memoranda of understanding, adopting shared data systems where feasible, and participating in joint professional development opportunities.

Lessons learned emphasize the importance of establishing clear communication protocols and building trust among partners. We have found that ongoing relationship-building and active participation in workforce system activities are essential for sustaining and deepening integration. Moving forward, we remain committed to enhancing our collaborative efforts to ensure that IELCE activities are an integral part of the local workforce development ecosystem, ultimately supporting better employment outcomes for our participants.

We also integrate in our practice the curriculum developed by Santa Fe Community College:
<https://drive.google.com/file/d/19jzwSbwwwvpMY5XOV4dwuFEWDpLNa2vT/view?usp=sharing>

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.

Our staff actively participate in professional development opportunities through conferences such as COABE (Coalition on Adult Basic Education) and NMAEA (New Mexico Adult Education Association). These conferences provide valuable training and resources that enhance our capacity to meet WIOA Section 243 activities effectively. However, we have identified specific areas where additional support and professional development would further strengthen our program implementation.

One key area of need is deepening staff understanding of the latest training on aligning curriculum and instructional strategies with evolving industry demands, particularly in in-demand industries identified by the local workforce development system. This would help us tailor our contextualized instruction more effectively.

Another area is professional development focused on building stronger partnerships with workforce agencies and employers, including best practices for collaborative planning and resource sharing, to facilitate smoother integration of services and improve employment outcomes.

Finally, ongoing training on culturally responsive teaching and digital literacy best practices would support our efforts to serve diverse adult learners and address digital access barriers.

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). **N/A**

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

N/A

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. 24,375
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
50	16	800
4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0		0
5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0		0
6. Please indicate total fair market value of donated supplies and materials. (e.g., books). N/A
7. Please indicate total fair market value of donated equipment. 10,000
8. Please indicate total fair market value of donated IT infrastructure and support. 124,000

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
2500	16	40,000

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Alternate option:

Please indicate institution’s building renewal and replacement allocation

N/A

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2024-2025.

Source	Amount
UNM Match	15,921

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	

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Appendix: Career and Training Services

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

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

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

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

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

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