



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.)**

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Western New Mexico University	
Institution or Organization:	Western New Mexico University	
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City:	Silver City	
County:	Grant	
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	https://www.instagram.com/aesmustang/	
Workforce Region(s) Served:	Southwest	
New Mexico Counties Served:	Catron, Grant, Hidalgo, Luna, Sierra	
Submission Date:		
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Signature of the Chief Executive Officer or Designee

5/8/25

Date

Patti West-Okiri Associate Vice President of Academic Affairs

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.

The Western New Mexico University (WNMU) Adult Education Services (AES) program provides adult education services under WIOA Title II to residents of the Southwest region of New Mexico, with the goal of increasing educational attainment, workforce readiness, and digital literacy for adult learners. In accordance with allowable activities under WIOA Sec. 203, AES offers Adult Basic Education (ABE), Adult Secondary Education/High School Equivalency (HSE) preparation, English as a Second Language (ESL), workplace readiness and career preparation activities, and integrated digital literacy instruction. Instruction is delivered in-person, hybrid, and fully online to accommodate the needs of a geographically dispersed service area.

AES serves individuals aged 16 and older who are not currently enrolled in secondary school. This includes English language learners, individuals who have dropped out of high school, adults without a high school diploma, and participants seeking to strengthen their academic and workplace skills in preparation for employment or further education. The program implements instructional methods and support services designed to prepare students for further education, employment, and active participation in their communities.

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.

The 2024–2025 program year brought both opportunities for growth and significant operational challenges. Staffing capacity was affected early in the year by a constrained budget, which delayed the filling of several key positions. The Program Coordinator role remained vacant from November to March, and a change in program leadership toward the end of the fall semester required adjustments to administrative oversight and direction. Instructor turnover also affected service delivery, with the departure of both the ESL and Reading/Language Arts instructors in Silver City, and in April, the institution experienced a major cyber-attack that disrupted access to essential systems and curtailed program operations through the end of the fiscal year. To address limited staffing, some courses were delivered in hybrid or fully online formats, allowing AES to maintain access to instruction despite reduced in-person teaching capacity.

As the new director, my goals are to increase enrollment and raise the program's Measurable Skill Gains (MSG) rates by actively visiting communities throughout our five-county service area to form both formal and informal partnerships, strengthening AES's presence and engagement across the region. By expanding outreach and deepening community connections, we aim to boost enrollment, enhance student outcomes, and increase the program's overall visibility and impact.

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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?

AES offers a balanced mix of in-person, hybrid, and fully online instruction to meet the needs of its geographically dispersed student population. Most ABE and HSE courses are offered in 5-week cycles, meeting 4.5 hours per week per subject, with students encouraged to enroll in both Reading Language Arts and Math concurrently. ESL courses are delivered in a hybrid format, meeting approximately six hours per week, with part of the instruction conducted in person and the rest online, and a fully online ESL option is available for students unable to attend in-person sessions. Asynchronous online ABE/HSE courses require at least six hours per week in the Essential Education platform, with weekly staff check-ins to monitor progress, address challenges, and encourage participation. Across all formats, instructors embed digital skills through tools such as Google Classroom, Zoom, Nearpod, and Khan Academy, using these platforms both for content delivery and as a means of actively teaching digital literacy so that students develop skills to navigate online programs, use productivity tools, and apply technology effectively in academic, professional, and personal contexts.

Over the past year, the program has evolved by expanding hybrid and fully online offerings to accommodate staffing limitations, meet the needs of rural learners, and provide greater scheduling flexibility. These changes have also helped remove participation barriers for students with transportation challenges or limited availability for in-person classes. Looking ahead to PY 2025–2026, AES plans to further increase online access by securing additional seats in the Essential Education platform when available, expanding class schedules to include more evening and weekend options, and, as funding allows, increasing instructional staff to serve a greater number of students. In terms of digital equity, the program will continue to ensure that courses are accessible in multiple formats, that students have opportunities to practice technology skills in class, and that they can participate fully regardless of geographic location or scheduling constraints.

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.

In terms of formal partnerships, WNMU AES maintains a formal MOU with America's Job Center (formerly the Southwestern Area Workforce Development Board) as a WIOA Title I partner. Through that MOU, partnerships include the New Mexico Department of Workforce Solutions, New Mexico Human Services Department, New Mexico Department of Vocational Rehabilitation Services, and Job Corps.

Informal partnerships include local literacy programs such as Literacy Link Leamos and the Deming Literacy Center, which now provides classroom space while AES delivers instruction and technology. We are working on a formal partnership with an MOU with Deming Literacy Center. Additional informal partnerships include area high schools, the 6th Judicial District (Grant County Continuum of Youth Success, Pre-Prosecution Diversion Program, and Veterans/Mental Health Pre-Prosecution Diversion Program), the CYFD Juvenile Community Corrections program, and the Silver City Public Library. These partnerships provide opportunities for mutual referrals, resource sharing, classroom support, and expanded access to services.

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

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

AES identified several professional learning priorities for FY 2024–2025. These included strengthening staff capacity in data systems such as LACES and DRC, building skills to support Essential Education for asynchronous students, and expanding instructional strategies to better prepare ABE/HSE learners for credential attainment. One instructor also prioritized improving math instruction through the ANI 2.0 professional training offered by LINCS, which focused on evidence-based strategies for teaching adult learners. These priorities were addressed by participating in statewide and national professional learning opportunities, while also ensuring staff were cross-trained to cover responsibilities during periods of reduced staffing.

- 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?

For instructional staff, the ANI 2.0 math training was the most impactful professional learning opportunity during the year. The training shifted instruction toward a more scaffolded, student-centered approach, leading to stronger outcomes in the classroom: five students advanced from ABE to HSE-level math in FY 2024–2025, compared to only one in FY 2023–2024. Other impactful experiences included LACES training, which allowed staff to support data management during the coordinator vacancy, and Essential Education training, which helped staff monitor and support asynchronous students.

For the director, professional learning was centered on understanding the basic operational needs of the program and ensuring that AES could continue serving students during a period of transition. The most impactful experiences were not tied to formal training sessions, but to moments when students achieved success, such as passing a GED or HiSET subtest. These outcomes demonstrated the importance of keeping the program running effectively, even while still learning the requirements of the role.

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

A major success was that staff identified where additional support was most needed and engaged actively with available professional learning opportunities. The ANI 2.0 training, LACES training, DRC training, and Essential Education training each addressed critical needs, and staff were able to apply new strategies in practice.

For the director, challenges included limited knowledge of the Professional Learning Plan itself, difficulties in tracking and documenting PL activities, and the need to prioritize program operations over long-term professional development. Operating with only 3–3.5 FTEs out of the 5.5–6 FTEs needed for full capacity also limited opportunities for staff-wide training. Another challenge was learning the strengths, weaknesses, and needs of staff members during a year of leadership transition, which made it harder to target professional learning effectively.

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- 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?

Overall, AES was able to implement the NMHED-AE Professional Learning Policy by aligning training opportunities with program needs and ensuring staff participated in professional development despite program-wide challenges. Going forward, the program would benefit from expanded access to established PD opportunities such as TSTM and Motivational Coaching, as well as more structured onboarding support for new staff in LACES and testing systems. These supports would help AES strengthen staff knowledge, improve instructional quality, and more effectively use data to improve outcomes. Some of these strategies are already being implemented for FY 25-26.

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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)	168
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	67
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	41.7%
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	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%	44.77%	31.95%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	N/A	25.00%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	35.71%	48.87%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	49.18%	32.47%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$3,025.08	\$6,205.22

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Section III. Evaluation of Program Effectiveness

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

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

In FY 2024–2025, AES achieved a retention rate of 60.1%, a 0.4% increase from the previous year's 59.7%. This modest gain reflects efforts to sustain engagement despite staffing shortages, instructor turnover, and the spring cyberattack. Hybrid and online course options supported the students who were facing transportation and scheduling barriers, while improved orientation and onboarding helped clarify expectations and set goals early. Maintaining stability under challenging circumstances highlights both staff and student resilience.

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.

In FY 2024–2025, AES recorded a post-testing rate of 41.7%, a decline from 52.3% in FY 2023–2024 and below the 60% state requirement. While program structures such as the 5-week ABE/HSE model, 8-week ESL model, and the 6-hour online policy were designed to support post-test eligibility, implementation was hindered by staffing shortages and limited capacity to schedule or administer post-tests. In many cases, students became eligible but did not return for post-testing, even after multiple outreach efforts. Additionally, part-time staff faced restrictions on available hours, further limiting post-testing opportunities.

To improve outcomes in FY 2025–2026, AES will implement more proactive strategies. Students will be scheduled to post-test as soon as they reach 40 instructional hours (or 30 with director approval). Instructors will begin administering post-tests during class sessions whenever possible, ensuring that students are tested before a session ends. For students unable to attend class, staff will continue outreach to bring them in for testing. The program is also considering end-of-session events that combine post-testing with student recognition activities, which may help increase participation.

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.

In FY 2024–2025, AES's performance against negotiated state targets was mixed, with some indicators exceeding expectations while others fell significantly below goal levels.

Measurable Skill Gains (MSGs): AES achieved 32%, below the 41% target. This shortfall was primarily tied to post-testing challenges and limited student persistence. The transition in leadership contributed to this outcome, as the new director was focused on maintaining basic program operations and learning program requirements, which reduced the program's ability to implement consistent data-driven strategies during the year. Staffing levels also played a critical role: while AES requires about 5.5–6 FTEs, possibly more, to operate at full capacity, the program was staffed at approximately 3.5 FTEs in fall and dropped to about 3 FTEs in spring. In addition, the program relied on limited methods for scheduling post-tests, and many students did not respond to outreach or return to complete assessments.

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Another factor affecting MSGs was the transition in online instructional platforms. AES discontinued the use of Aztec Software in December 2024 and switched to Essential Education in January 2025. While the change aligned with program goals for instructional improvement, the transition disrupted continuity for many students. Additionally, Essential Education's servers experienced extremely slower performance than expected due to the high number of programs switching at the same time, further affecting students' engagement and persistence. These combined factors lowered MSG performance compared to previous years (38.2% in FY 2022–2023 and 44.8% in FY 2023–2024).

Credential Attainment: AES reported 2.6%, well below the 32% target. This outcome was driven by limited ABE/HSE completions, as many students did not persist through exam readiness. Reduced staffing in HSE instruction directly impacted test preparation and readiness. Additionally, the same challenges that limited post-testing — few available methods for scheduling and a lack of student responsiveness to outreach — also restricted students' ability to complete credential attainment activities. Compared to FY 2022–2023 (4%) and FY 2023–2024 (9.9%), credential attainment dropped significantly, underscoring the impact of reduced instructional support and limited testing opportunities for ABE/HSE learners.

Employment Q2 after Exit: The program achieved 48.9%, exceeding the state target of 41.5%. This indicates that students who persisted through the program were able to transition successfully into the workforce.

Employment Q4 after Exit: At 33.3%, AES fell short of the 41.5% target. Sustaining long-term employment continues to be a challenge for many students, likely due to barriers such as job stability, transportation in rural areas, and balancing work with continued education.

Median Earnings: Participants reported median quarterly earnings of \$6,205.22, well above the target of \$4,700. This suggests that although fewer students secured or retained employment, those who did were able to obtain higher-paying jobs, reflecting the strength of the regional labor market and the skills students gained.

Overall, AES exceeded expectations in Employment Q2 and Median Earnings, but fell short in MSGs, Credential Attainment, and Employment Q4. These outcomes highlight the importance of rebuilding program consistency after a leadership transition and addressing structural barriers such as staff turnover, reduced FTE capacity, and limited post-testing/credentialing processes to ensure stronger student persistence and success moving forward. These mixed results reflect a year of operational challenges but also demonstrate areas of strength in workforce connection and job quality for those students who completed or exited the program.

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

AES did not meet the negotiated targets for Measurable Skill Gains (MSGs), Credential Attainment, and Employment Q4 in FY 2024–2025. Each shortfall was driven by specific causes identified through data review, and AES is implementing targeted strategies to address them in FY 2025–2026.

Measurable Skill Gains (MSGs): AES achieved 32%, compared to 38.2% in FY 2022–2023 and 44.8% in FY 2023–2024, showing a clear decline. This shortfall was reflected in low post-testing rates (41.7%) as well as reduced staffing capacity and training. At full staffing, AES requires between 6–7.5 FTEs, which would include one full-time director, one full-time program coordinator, one part-

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time student success assistant, two to four part-time math instructors (depending on coverage across ABE and HSE levels), two to four part-time reading instructors, and two part-time ESL instructors. However, the program operated at only 3.5 FTEs in fall and 3.0 FTEs in spring, severely limiting both instruction and assessment. Additionally, limited post-testing procedures meant that many students—both in-person and online—did not respond to outreach or return for testing once they became eligible.

Improvement Strategy: In FY 2025–2026, AES will test students as soon as they reach 40 instructional hours (or 30 with director approval), with instructors trained in testing administering post-tests during class whenever possible. To strengthen capacity, AES has converted an additional instructor role to full-time, ensuring that all four full-time staff members can share responsibility for student testing, pre- and post-assessments, OPTs, and student support. All full-time positions are now trained in LACES and DRC to streamline assessment and data management. These changes, alongside efforts to rebuild overall FTE capacity, are expected to improve both post-testing rates and MSG outcomes.

Credential Attainment: AES reported 2.6%, compared to 4% in FY 2022–2023 and 9.9% in FY 2023–2024. This decline was concentrated in HSE students, who struggled to persist through exam readiness due to overall staff turnover. The same challenges that limited post-testing—restricted scheduling options and a lack of student responsiveness—also hindered students from completing credential attainment activities.

Improvement Strategy: In FY 2025–2026, AES will prioritize credential readiness by embedding more GED/HiSET-aligned resources (Essential Education, Scoreboost, MathSense, GED prep books) into coursework and ensuring that credential-eligible students are scheduled for testing before sessions end. Students will be able to complete practice tests at 12 program hours and NRS levels 3 to 6. Instructors and staff will receive training to better track credential readiness, and the program will strengthen follow-up efforts to help students complete credentialing activities.

Employment Q4: AES achieved 33.3%, below the 41.5% target, after posting 50% in FY 2023–2024. This drop indicates that while students were able to secure jobs in the short term (Q2 employment was 48.9%, above target), sustaining employment proved difficult. Contributing factors included rural transportation challenges, limited job stability, and students balancing work, and life, with continued education.

Improvement Strategy: AES will strengthen workforce connections by re-engaging actively with America’s Job Centers and other WIOA partners. The program will expand referrals to services that directly support employment retention, such as vocational rehabilitation and workforce training programs, and will improve career and training services.

Through these targeted strategies, AES aims to directly address the causes of its shortfalls in MSGs, Credential Attainment, and Employment Q4. By improving post-testing systems, rebuilding FTE capacity, strengthening instructional alignment, and reinforcing workforce connections, AES expects to see measurable improvement in these indicators in FY 2025–2026.

5. Consider your performance data from the last and previous program years. Discuss overall trends. Over the past three program years, AES has experienced fluctuations in performance, with areas of both growth and continued challenge.

Enrollment: Participation increased significantly between FY 2022–2023 (75 NRS participants, 114 non-participants) and FY 2023–2024 (172 participants, 116 non-participants) but experienced a slightly decreased number of participants as well as fewer non-participants in FY 2024–2025 (168 participants, 91 non-participants). These numbers reflect ongoing outreach

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successes but also challenges with retention and re-engagement, particularly during FY 2024–2025 when staffing shortages and institutional disruptions impacted operations.

Retention: Retention improved steadily over time, from 39.7% in FY 2022–2023 to 59.7% in FY 2023–2024 and 60.1% in FY 2024–2025, demonstrating greater student persistence as hybrid and online options expanded and orientation processes were strengthened.

Post-Testing: Post-testing rates declined year over year, moving from 55.4% in FY 2022–2023 to 52.3% in FY 2023–2024, and down to 41.7% in FY 2024–2025. This downward trend reflects both difficulty re-engaging students for post-testing, and staffing shortages that limited testing capacity.

Measurable Skill Gains (MSGs): MSGs increased from 38.2% in FY 2022–2023 to 44.8% in FY 2023–2024 but then fell to 32% in FY 2024–2025, largely due to the decline in post-testing.

Credential Attainment: Credential attainment has consistently been an area of weakness, with 4% in FY 2022–2023, 9.9% in FY 2023–2024, and 2.6% in FY 2024–2025, showing difficulty sustaining students through to HSE completion during periods of program disruption.

Employment and Earnings: Outcomes in employment have varied. Employment Q2 was 49.4% in FY 2022–2023, dropped to 35.7% in FY 2023–2024, then rose to 48.9% in FY 2024–2025, exceeding the state target. Employment Q4 showed inconsistency, improving to 50% in FY 2023–2024 before declining to 33.3% in FY 2024–2025. Median earnings, however, show a positive overall trend, increasing from \$4,250.41 in FY 2022–2023 to \$3,025.08 in FY 2023–2024 and then climbing significantly to \$6,205.22 in FY 2024–2025, exceeding the state goal.

Overall, AES has demonstrated progress in enrollment, retention, and earnings, but continues to face challenges with post-testing, MSGs, and credential attainment. These trends highlight the need for strengthened testing procedures, targeted instructional supports, and improved persistence strategies to ensure students reach measurable outcomes.

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.

In FY 2024–2025, the program's use of data was disrupted by the transition in leadership. The former director tracked key performance metrics and used them to inform program adjustments, but following the leadership change, systematic use of data was limited as the new director was still building expertise in adult education reporting and systems. As a result, while some data-informed practices remained, consistent tracking and application of data to guide program decisions were not sustained throughout the year.

Looking ahead to FY 2025–2026, AES is prioritizing the re-establishment and strengthening of data-driven practices. The director will implement a customized data sheet to monitor participants versus non-participants, program completions, and post-test eligibility, ensuring that student progress is more closely tracked. This tool will complement the use of LACES, allowing for improved accuracy and accessibility of data across the program. By making data review a regular practice for leadership and staff, AES will be better positioned to identify gaps, intervene earlier, and improve student outcomes.

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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 2023-2024	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	168	0	0
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	168	0	0
Referrals to and coordination of activities with other programs and services.	Career Service	0	0	0
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	0	0	0
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	0	0	0
Total:			*	
Integrated Education and Training (IET) programs	Training Service	0	0	0

*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.

In FY 2024–2025, AES’s engagement with the Southwestern Area Workforce Development Board, now America’s Job Centers, was limited due to the transition in program leadership. The new director primarily referred students to available resources, such as the WIOA Youth Program, through flyers and direct communication. Despite limited formal activity, the program maintained its MOU with America’s Job Centers and continued informal partnerships with literacy organizations, local high schools, and community-based initiatives such as the 6th Judicial District programs and Juvenile Community Corrections.

Career services were integrated into orientation through goal-setting and offered as needed throughout enrollment, including job search assistance, resume support, and referrals to workforce partners. While AES did not offer training services directly, referrals to America’s Job Centers provided students access to workforce training. Looking ahead, the program has re-established active participation with America’s Job Centers, with the director now attending monthly meetings and planning to strengthen collaboration. AES also anticipates launching an Integrated Education and Training (IET) program in the near future.

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 FY 2024–2025, AES’s alignment with the Local Area Plan was limited due to the transition in leadership and the program’s need to focus on rebuilding operations. During this time, the new director primarily connected students to opportunities through informal referrals, including the WIOA Youth Program and other America’s Job Center resources. Despite limited formal involvement, AES maintained its MOU with America’s Job Centers, which ensured continued connection to the regional workforce system. The program also sustained informal partnerships with literacy organizations, judicial diversion initiatives, local libraries, and area high schools, providing additional access points for career pathway services.

Several aspects of alignment worked well during the year. The program continued to maintain a foundation of formal and informal partnerships that supported students in accessing services, particularly those in rural and underserved populations. Additionally, the program remained connected to America’s Job Centers through its formal MOU, positioning it to rebuild stronger collaboration.

At the same time, AES faced significant challenges. Limited staffing and irregular participation in LWDB activities reduced the program’s ability to coordinate fully with workforce partners, and the absence of an Integrated Education and Training (IET) model limited alignment with Local Plan goals to integrate education and workforce training.

Looking ahead to FY 2025–2026, AES has re-established active participation with America’s Job Centers. The director now attends monthly meetings and will present program information to strengthen collaboration and build new partnerships. The program also intends to implement an IET

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model in the near future, which will directly align AES's instruction with workforce preparation and advance the objectives of the Southwestern Local Area Plan.

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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 integrated into Adult Education Service’s (AES) programming to ensure students who want and need these services have structured support. The Program Director and Program Coordinator work with students to identify academic and career goals at intake and continue to provide guidance as our students progress in the program. For students who need additional support, AES helps with job searching and resume development. AES also provides students with resources and referrals to workforce and community partners, such as America’s Job Center and the New Mexico Department of Workforce Solutions, to connect them with additional career navigation services and employment opportunities.

While AES does not currently operate Integrated Education and Training (IET), career advising remains a core part of the program’s structure, linking classroom learning with clear pathways to employment and further education. Looking ahead, AES hopes to expand and strengthen partnerships with organizations that can provide more comprehensive career advising, ensuring that students have broader access to the resources and support needed to pursue their educational and career goals.

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). N/A
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)? N/A
4. Enter MSG rate of your IET participants. N/A
5. Discuss successes, challenges, and lessons learned from IET programming this year.

WNMU Adult Education Services did not have Integrated Education and Training (IET) programming in 2024–2025. Staffing shortages and resource limitations required the program to focus its efforts solely on delivering core adult education services. As a result, no specific successes, challenges, or lessons learned can be reported for IET this year. We do hope to work on this and learn more about implementing IET courses in 2025-2026.

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Section VI. Curriculum and Instruction

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

Our onboarding process begins once students submit a general interest form to indicate whether they are seeking ABE/HSE classes or ESL instruction. This form can be found on our website or provided if a student inquires over the phone. Once this form is received, AES staff immediately contacts the student to schedule an orientation session. During orientation, students are introduced to program expectations, class formats and schedules, and the technology platforms they will use. This can last anywhere from 30 minutes to an hour. They also complete any necessary intake forms and participate in a goal-setting discussion to identify their academic and career objectives. Students are also informed about needing 40 hours of instruction to complete a post-test to see if they have an EFL gain. In FY24-25, students then filled out the LACES intake form, their information is verified by the director or coordinator, and then they can schedule their pre-test.

For FY2024–2025, ABE/HSE students completed the TABE 11/12, while ESL students completed the TABE CLAS-E Forms A/B. TABE 11/12 students were required to complete all subjects - Reading, Math and Language. ESL students were required to only complete Reading and Listening. Assessments were typically administered as soon as the student was able to return after orientation, and they typically scheduled at least 2–4 weeks before the session start date to ensure timely placement. Once testing is complete and NRS scores are retrieved, class registration information is sent out, and students are officially enrolled in their corresponding classes based on their NRS levels.

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.

AES ensures instructional intensity and frequency through structured class schedules designed to move students toward post-test eligibility and measurable learning gains. ABE and HSE classes follow a five-week course model, with Math and Reading/Language Arts offered for 4.5 hours per week each. Students are encouraged to take both subjects, completing about 45 hours over a session and becoming eligible to post-test. In theory, this model provides adequate instructional time for students to achieve learning gains.

Because many students enroll asynchronously, AES adopted an online hours policy requiring at least six hours per week in Essential Education. This policy was intended to help self-paced learners reach post-test eligibility within two sessions. ESL courses are delivered in eight-week cycles, meeting three days per week for six hours total, allowing students to complete 48 hours in one session and reach post-test eligibility. Online ESL students also follow the six-hour weekly minimum.

However, despite these structured schedules, AES's FY 2024–2025 outcomes showed that intensity and frequency of instruction alone were not sufficient to ensure measurable skill gains. Post-testing rates fell to 41.7%, and MSG performance declined compared to the prior two years. While the models technically provide enough hours, challenges with staffing shortages, inconsistent student persistence, and limited post-testing procedures meant that many students did not benefit fully from the instructional time available.

To address this gap, AES plans several adjustments for FY 2025–2026. First, the program will administer post-tests earlier and during class sessions to reduce reliance on students scheduling

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separate appointments. Second, AES will strengthen in-class tracking of instructional hours to ensure students approach eligibility in a timely way. Finally, the program will continue exploring how hybrid and online models can be structured to maintain both accessibility and sufficient engagement, particularly for rural students with transportation barriers.

Although the current schedules are designed to promote adequate intensity, AES recognizes that implementation and follow-through must improve for the model to result in consistent learning gains. By combining structural scheduling with stronger post-testing systems, clearer communication with students, and closer monitoring of attendance and progress, AES expects to better align instructional time with measurable student outcomes.

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.

AES operates with limited staff across a broad five-county service area, and the program relies heavily on technology to expand access to classes and services. At the same time, many students face barriers related to digital skills, so AES integrates digital literacy directly into its instruction. From the beginning, students are taught how to use the tools required for success. Instructors can provide face-to-face demonstrations and hybrid Zoom-based instruction on navigating platforms such as Essential Education, BurlingtonEnglish, Khan Academy, Google Classroom, Zoom, and Nearpod. Students are also given access to “how-to” Zoom training videos provided by WNMU’s Video Communications Department, which help them review and practice these skills independently.

Instructors continue embedding digital literacy into coursework by assisting students with skills such as using email for routine correspondence, navigating learning management systems, and engaging with online instructional tools. In some cases, AES also provides program-created how-to videos for additional support.

Career navigation support is available for students who express interest. The Program Director and Program Coordinator provide guidance with job searching, resume development, and referrals to workforce and community partners. In FY 2024–2025, the new director began strengthening and expanding these supports by building new partnerships and reinforcing existing ones, with the goal of ensuring that students are connected with agencies and organizations equipped to help them pursue career pathways. These efforts will continue into the upcoming year as the program works to further develop and formalize its career navigation supports.

While AES did not provide direct support for internet connectivity or technology equipment, hybrid and online learning options were critical for students in rural communities or those with transportation, childcare, and scheduling barriers. Even with the program’s limited staff, AES also worked to strengthen student support processes, with particular emphasis on improving the quality and consistency of career navigation services and digital literacy.

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.

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AES aligns instruction to the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS) by using structured syllabi and curriculum resources. For ABE and HSE courses, instructors are required to include the CCR standards covered within each session's syllabus. The scope and sequence of instruction are directly tied to these standards and are adjusted by instructors to meet the needs of both collective classes and individual students. Instruction is supported with a combination of HiSET- and GED-aligned resources such as *Scoreboost* and *MathSense*, as well as supplemental materials aligned with K–12 standards, including *Khan Academy* and *NumberPower*. Instructors also utilize GED and HiSET preparation books to strengthen instruction and differentiate learning. For self-paced online students, Essential Education provides a standards-aligned platform connected to GED, HiSET, and TABE 13/14 assessments.

For English as a Second Language (ESL) instruction, instructors are introduced to the ELPS during onboarding and are expected to create syllabi that align both to these standards and to the skill levels of students in their classrooms. ESL instruction is further supported with BurlingtonEnglish, which integrates language acquisition and digital literacy. A program priority for 2024–2025 was to begin developing standardized ESL syllabi templates aligned to ELPS, with the goal of supporting new instructors and addressing the high turnover historically experienced in this role.

Through this combination of structured syllabi, CCRS/ELPS alignment, and the use of both standards-based and supplemental resources, AES ensures that instruction remains consistent, rigorous, and responsive to student needs

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 a program director, I strive to practice a leadership style that emphasizes collaboration, growth, and shared purpose. My approach is centered on setting a clear vision for the program and ensuring that staff understand and are invested in achieving that vision together. I work to provide individualized support to each team member by recognizing their strengths and aligning responsibilities with their skills and interests. I aim to serve as a role model by bringing consistency, focus, and professionalism to my work each day.

Equally important to my leadership philosophy is fostering an environment of compassion and understanding. I make it a priority to listen carefully to the ideas, thoughts, and concerns of staff and to incorporate their perspectives into program decisions whenever possible. By creating space for staff voices to be heard, I aim to build a culture of trust and collaboration that strengthens both our team and the services we provide to students.

I also identify opportunities for staff development, encourage continuous learning, and celebrate both individual and team successes. By fostering an environment of support, accountability, and shared leadership, I believe the program can remain adaptable and committed to improving outcomes for students.

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

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

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

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B). N/A
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).
 - Achieved Citizenship Skills N/A
 - Voted or Registered to Vote N/A
 - Increased Involvement in Community Activity N/A
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) N/A
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4. N/A
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.
N/A
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.
N/A
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.
N/A
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.
N/A

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

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

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

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).
N/A

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.
N/A
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

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IX. Fiscal Survey

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

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

0

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well.

0

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	0

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

0

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

0

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

0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
6,292	\$19.00	\$119,548

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
N/A	0

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	0