

Annual Program Report Cover Page

Program Name:	ABQ-ALC HS Equivalency & Career Pathway Program	
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Workforce Region(s) Served:	Central Region	
New Mexico Counties Served:	Bernalillo, Sandoval, Torrance, Valencia	
Submission Date:	September 8, 2025	
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Gloria J. Rael

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9/8/2025

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Section I. Program Narrative Report

1. Program Description

Albuquerque Adult Learning Center (ABQ-ALC) offers a variety of programs to meet the diverse needs of adult learners. These include **High School Equivalency (HSE)** preparation courses for the GED® or HiSET® exams, and **English as a Second Language (ESL)** instruction at all proficiency levels, (now reported in AEFLA Program). ABQ-ALC's ESL program supported 103 students overall from over 15 countries to complete 6,400+ hours of learning, gain recognition at the state level with transitions into Integrated Education & Training pathways.

In addition, ABQ-ALC provides a **Fundamentals of Solar Technology Certificate program through its Solar Integrated Education and Training (IET) pathway**, equipping learners with practical skills for entry into the clean energy workforce. In FY24–25, this program achieved a significant milestone when its first student earned a **NABCEP (North American Board of Certified Energy Practitioners) credential**, successfully transitioning to postsecondary education and career training. ABQ-ALC also provides a wide range of support services, including tutoring, career readiness and wraparound services. This holistic approach reflects the staff's unwavering commitment to student achievement.

Classes are offered in-person, hybrid, and online, with flexible scheduling that includes mornings, evenings, and weekends, ensuring learners can balance education with work, family, and other responsibilities. During this reporting period, FY24–25, **ABQ-ALC served 172 fundable (NRS) students representing a 28% increase from FY24 with 132 fundable students served**. Of the 172 served, 108 or 63% are Adult Basic Education (ABE) students and 64 or 31% are English as a Second Language (ESL) students. MSGABQ-ALC serves those most in need where 92% (49 of 53 students) are below 9th grade education functioning level. The program achieved a **76.4% retention rate**, demonstrating improved persistence and engagement. Teachers are not only highly skilled but also driven by a shared belief in the transformative power of adult education, creating a welcoming and inclusive atmosphere that supports persistence and lifelong learning. Through its passionate team, responsive programming, and holistic support services, ABQ-ALC continues to transform lives and uplift the Albuquerque community. Its work ensures that all adults—regardless of background, language, or life circumstances—have access to the tools, resources, and encouragement they need to succeed.

2. Changes Since Last Report

- **Staffing:** ALC is in its second year of rebuilding/restructuring following the loss of Education Department Leadership. However, ALC maintained 11 part-time instructors and 5 full-time instructors. While turnover in both ESL and HSE, IET staffing also presented challenges. Instructional continuity was maintained through strategic recruitment and support of part-time staff.
- **Enrollment Growth:** ABQ-ALC experienced a 30% increase in fundable enrollment compared to FY24. Gains were especially strong in ESL, with 64 NRS participants enrolled, supported by expanded evening and hybrid options.
- **Student Achievement:** ALC students demonstrated strong learning gains, with an overall MSG rate of 43%, including 49% in ABE and 33% in ESL. ESL performance reflects challenges with persistence, post-testing, and community disruptions.
- Among post-tested participants, 53% achieved an Educational Functioning Level (EFL) gain, including 52.6% in ABE and 52.5% in ESL. Despite a transition to a new location, enrollment increased, 34 students passed at least one HSE subject exam, and 14 completed the program (HSE credentials).

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- **Solar IET Milestone:** For the first time, a student successfully earned a NABCEP (North American Board of Certified Energy Practitioners) credential, strengthening the program's alignment with postsecondary and workforce pathways.
- **Program Additions:** We are integrating digital literacy into ESL and HSE, ensuring students build technology confidence alongside academic skills.
- **Completion of First Year in New Facility:** FY24–25 marked the successful completion of the first year of Adult Education consolidated services in the International District in our own building, providing a permanent, accessible hub for instruction, assessments, and wraparound services.

3. Significant Changes Since Last Report

Current Status of Programming:

ABQ-ALC operates with a **blended instructional model** that combines in-person, hybrid, and online learning. In-person classes remain the foundation, especially for ESL and HSE, while hybrid and distance learning have grown steadily, supported by Burlington English, Ventures, and Zoom-based classes. Flexible scheduling—including mornings, evenings, and weekends—ensures access for learners balancing work, family, and other commitments. In addition to instructional delivery, ABQ-ALC is integrating **digital literacy and wraparound supports** into programming. Individualized support through small classes, tutoring, and partner connections for career and wellness resources help increase retention. These holistic practices reflect program and staff commitment to student success and will help drive high retention and measurable skill gains.

Looking ahead to FY25–26, ABQ-ALC plans to:

- Build on the success of the **NABCEP credential pathway**, creating more opportunities for students to earn industry-recognized certifications.
- Continue **digital equity supports**, including laptop lending and technology workshops.
- Expand workforce-focused hybrid courses.
- Strengthen integration of **digital literacy across all levels**.

4. Partnerships

Partnerships are essential to ABQ-ALC's holistic, student-centered approach. Formal and informal collaborations provide academic instruction, workforce training, and support services that extend beyond the classroom:

- **Central New Mexico Community College (CNM)** – *Formal*; ensures smooth transition of our Solar IET students into postsecondary education through bridge programming (credit program in place).
- **New Mexico Workforce Connection** – *Formal*; supports Title I co-enrollment, job search, and career pathways via new HUB referral process (signed MOU and IFA in place).
- **City of Albuquerque** – *Formal*; Dennis Chavez Community Center and collaborations to expand renewable energy pathways, including solar training and credentialing.
- **Community-based organizations** – *Informal*; East Central Ministries, *Formal*; Endorphin Power Company (EPC), *Formal*; First Nations' Health Source, and *Informal*; Vizionz Sankofa partners provide food, housing, and wellness supports that complement individualized learning and community cross referrals. EPC is hosting our Family Wellness Program, and we are continuing student internship placements at ALC through Help-NM.

5. Professional Learning Plan Outcomes

- **a. Priorities (2024–2025):**
ABQ-ALC focused on CCRS/ELPS implementation, digital literacy integration, workforce readiness, Solar IET expansion, and strengthening technology skills. These priorities were addressed through targeted workshops, statewide/regional trainings, and workforce partner collaboration.
- **b. Most Impactful PL Experiences:**
Key activities included CCRS/ELPS and Burlington English training, IET-focused sessions, LACES training,

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and participation in the NMAEA/NMAE and MPAEA conferences. Contracting a professional facilitator for program improvement had a measurable impact on instructional quality and program cohesion.

- **c. Successes and Challenges:**

Successes included more consistent standards-aligned instruction, improved use of digital resources, stronger data reporting, and increased collaboration with staff and Workforce Boards. Challenges involved staff turnover, scheduling conflicts, and costs associated with conference participation.

- **d. Implementation of NMHED-AE PL Policy & Future Support:**

The policy was fully implemented through structured planning and diverse PL opportunities. A July 2025 in-service will address identified gaps and support new staff for FY26. Future needs include targeted IET training, ongoing digital literacy support, additional funding for conference access, and expanded regional collaboration.

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)	172
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	35
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE (78-38=40 students not a rate)...as follows is our rate: 45.3% (78/172))	40
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	3

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%	46.38%	44.19%
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	N/A
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	56 %	53 %
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	57 %	53 %
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$5,215	\$4,795

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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 FY24–25, ABQ-ALC served 225 adult learners, including 172 NRS participants and 53 non-NRS participants, achieving a 76.4% overall retention rate, exceeding the state benchmark of 70%. Several factors contributed to this positive trend:

- **Consolidation of Services in a Permanent Facility:** The move into our own building in the International District provided students with a stable, accessible hub for instruction and support services throughout the year. This stability improved learner persistence by reducing logistical and scheduling barriers.
- **Flexible Scheduling & Instructional Models:** Expansion of **evening and hybrid ESL courses** gave working adults and parents more options to stay engaged, contributing to stronger retention compared to prior years when scheduling was disrupted during summer session with youth accessing community centers.
- **Holistic Support Services:** Tutoring, individualized learning plans, and access to career and wellness resources helped address barriers that commonly lead to attrition.
- **Digital Equity & Engagement:** Expanded access to loaner laptops, hotspots, and digital literacy workshops allowed more students to fully participate in hybrid and online classes, improving persistence among those balancing work and family responsibilities.
- **Workforce Pathways Motivation:** The launch of the **Solar IET NABCEP credential pathway** provided students with a tangible, high-value outcome. The visibility of this first credential success boosted engagement and persistence among peers aiming for similar workforce goals.

Taken together, these factors suggest that ABQ-ALC's **retention gains are the result of expanded access, stronger supports, and clearer career pathways**, which made it possible for a more diverse range of learners to persist and succeed.

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 FY24–25, ABQ-ALC achieved a **post-testing rate of 45.3% (78 post-tested out of 172 NRS participants)**, which fell short of the **60% target required by the NM Adult Education Assessment Policy**. While our staff worked diligently to encourage post-testing, several external factors disrupted our ability to meet the benchmark.

The most significant challenge was a series of Immigration and Customs Enforcement (ICE) reports and activity in the International District during our scheduled assessment periods. These incidents created fear and instability in our ESL community, leading some students to avoid in-person services and, in some cases, to withdraw from classes altogether. As a result, pre- and post-testing of ESL participants were directly impacted during a critical window (mid-year move from Literacy to AEFLA Program).

Despite these barriers, ABQ-ALC employed several strategies to promote post-testing, including:

- Proactive reminders and scheduling through the Student Success Coordinator.
- Offering **flexible post-testing windows** during morning, evening, and weekend hours.
- Providing **technology orientation and practice tests** to reduce student anxiety about assessments.
- Embedding assessment preparation into instruction so that students understood its importance for demonstrating progress and program eligibility.

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Plans for Improvement (FY25–26):

- Expand **on-site assessment scheduling flexibility** by offering more frequent, shorter testing windows to reduce the need for large group testing. (We have eliminated the approach to testing after 6 weeks).
- Pilot **off-site and mobile post-testing options** (e.g., at community partner sites) to reduce the impact of safety concerns in the International District.
- Strengthen **student orientation messaging** to clearly link post-testing to access to additional classes, career pathways, and transition support.
- Continue to integrate **digital literacy and test preparation** into instruction to ensure students feel confident and ready for assessment.

While external community conditions affected our ability to meet the 60% benchmark this year, ABQ-ALC remains committed to reaching and exceeding this requirement in FY25–26 through targeted strategies, flexible scheduling, and enhanced student engagement around the value of post-testing.

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 FY24–25, ABQ-ALC made significant progress toward state performance benchmarks, with notable improvements in some areas and gaps in others. Below is an analysis by performance indicator:

1. Measurable Skill Gains (MSGs):

ABQ-ALC achieved an overall MSG rate of 44.19% in FY24–25, with 50.93% in ABE and 32.81% in ESL (Table 4). While ABE outcomes came closer to the state benchmark of 55% from the prior year, ESL outcomes lagged due to high student mobility, staff turnover, and community disruptions (including ICE reports in the International District) that directly affected persistence and post-testing. The overall MSG rate fell short of the 56% state goal, but the ABE results reflect the effectiveness of updated standards-aligned curriculum, embedded digital literacy, and stronger instructional supports.

2. Educational Functioning Level (EFL) Gains for Post-Tested Participants:

Among the 78 students who were post-tested (45.3% of total NRS enrollment), outcomes were strong. EFL gains were achieved by 22 of 38 ABE students (57.9%) and 21 of 40 ESL students (52.5%), for a combined 55.1% overall EFL gain rate (Table 4B). These results exceeded the state's 45% goal and demonstrate that when learners persist through testing, instruction is effective in producing measurable academic growth. In total, post-tested students logged more than 6,340 hours of instruction, underscoring the program's ability to engage learners. ABQ-ALC will be increasing its level of intensity gradually. This year, the addition of Open Labs will support MSGs, EFLs, and provide bridging to support increased outcomes.

3. Distance Learning Performance:

ABQ-ALC also served 16 distance learners who completed 1,420 contact hours. Of these, 4 achieved EFL gains (50% of those tested) (Table 4C). Our Distance Learning program continued to demonstrate strong outcomes this year. One student, who began with us in ESL, graduated with honors and has now enrolled at CNM, reflecting the transformative pathway our program provides. Several other students successfully passed the Reading and Social Studies HiSET exams, while all participants showed measurable gains on their TABE assessments. Each student also made progress on their S.M.A.R.T. Learning Plans, balancing academic and personal goals while consistently engaging in at least eight hours of study per week, both synchronously and asynchronously. These results underscore the effectiveness of our distance model in producing measurable success and supporting diverse learner needs.

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4. Retention Rate:

- **Program Outcome:** 76.4% retention of total learners.
- **State Goal:** 70% retention.
- **Analysis:** ABQ-ALC exceeded the state goal in retention. The successful transition into our permanent building in the International District, combined with flexible class scheduling and wraparound supports, contributed to stronger persistence compared to FY23–24.

5. Integrated Education and Training (IET) / Workforce Pathways:

- **Program Outcome:** First **NABCEP (North American Board of Certified Energy Practitioners) credential** earned through the Solar IET program.
 - **State Goal:** Expansion of industry-recognized credential pathways.
 - **Analysis:** ABQ-ALC exceeded expectations by achieving its first industry credential milestone from an ESL student through concurrent enrollment. This success validated the Solar IET model and provided a clear example of transition into postsecondary training and workforce pathways.
4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.

ABQ-ALC exceeded state goals in **EFL gains, retention, and workforce pathway development**, while falling short in **overall MSG and HSE completions**. Key challenges included external community disruptions, ESL staffing turnover, and barriers to HSE test completion. Moving forward, the program will strengthen **ESL persistence strategies, expand HSE tutoring and supports, and build on IET credential pathways** to ensure stronger outcomes across all indicators.

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

Across the last two program years, ABQ-ALC has demonstrated **steady growth in enrollment, stronger student persistence, and improved instructional outcomes**, while also facing challenges in testing participation, particularly this year with ESL MSG rates due to mid-year transition from Literacy to AEFLA.

- **Enrollment Growth:** The program expanded from **132 fundable students in FY23–24 to 172 fundable students in FY24–25**, plus 53 non-NRS participants, 225 learners served overall. This represents a **28% increase in enrollment**, reflecting both expanded outreach and the successful consolidation of services in the International District facility.
- **Retention:** Retention improved to **76.4% in FY24–25**, up from the prior year, supported by flexible scheduling (morning, evening, and hybrid classes), expanded digital equity supports, and holistic student services. This positive trend shows that ABQ-ALC's wraparound approach is contributing directly to persistence.
- **Measurable Skill Gains (MSGs):** MSG performance held steady but did not meet state benchmarks. In FY24–25, the overall MSG rate was **44.19% overall MSG (50.93% ABE; 32.81% ESL)**. ABE outcomes improved, but ESL performance lagged due to staffing turnover and student mobility. Compared to FY23–24, MSG outcomes indicate the need for continued focus on **ESL persistence and post-testing participation**.
- **Educational Functioning Level (EFL) Gains:** For students who persisted to post-test, **EFL gains were strong at 52.6% in FY24–25**, exceeding state goals. This reflects consistent instructional quality and the positive impact of standards-aligned curriculum adoption and digital literacy integration.
- **High School Equivalency (HSE):** In FY24–25, **14 students complete the HSE program and 34 students passed at least one HSE subject exam**. While steady progress was made, the number of full completions has not yet reached the desired growth. This continues to be an area for focused

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improvement through tutoring, test prep, and financial/test fee support. However, 14 additional honorees lacked 1-2 exams, but will return in FY25-26 to complete their HSE.

- **Workforce Pathways:** A major upward trend is the success of the **Solar IET program**, which in FY24–25 achieved its first **NABCEP credential**—a milestone signaling real progress in transitioning learners into postsecondary and workforce opportunities. This outcome illustrates the growing strength of contextualized education and career-connected instruction at ABQ-ALC.

Overall, the last two program years show **positive momentum in enrollment, retention, and EFL achievement**, paired with important progress in **industry-recognized credentialing**. At the same time, the data reveal ongoing challenges in **MSG rates (particularly ESL), HSE completions, and post-testing participation**. The program is now positioned to build on its growth by strengthening persistence strategies, expanding credentialing pathways, and addressing barriers to testing and completion.

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.

ABQ-ALC relies on program data as a central driver of instructional planning, student support, and accountability. During FY24–25, program leadership identified gaps in data use and addressed them by training instructors in LACES and providing staff direct access to dashboards and reports. As a result, both instructors and leadership now review data regularly to guide classroom decisions and program-wide strategies.

Current Data Practices

- **Instructional Adjustments:** Instructors review MSG and EFL gain data after each testing cycle to identify which content areas or student groups need additional support. Lesson planning is adjusted accordingly.
- **Placement and Persistence Monitoring:** Intake data, attendance records, and early warning indicators guide student placement (Adult Literacy vs. Adult Education) and interventions for students at risk of dropping out. The Student Success Coordinator uses LACES dashboards and alerts to monitor attendance, identify students approaching post-test eligibility, and schedule timely interventions.
- **Professional Learning Feedback:** Data on MSGs and post-testing outcomes shape professional learning priorities. For example, ESL MSG performance data directly informed training on CCRS/ELP standards integration and digital literacy.
- **Program Accountability:** Retention, MSG, and HSE outcomes are reviewed quarterly by leadership to identify trends, adjust services mid-year, and inform the board of directors. LACES reports and dashboards are shared with both staff and board to promote transparency and accountability.

Strategies for FY25–26 Continuous Improvement

- **Data-Driven Instructional Coaching:** Our In-Service Summer Session provided our team with direct data training. Lead instructors (ESL and HSE) will use classroom observation data and MSG trends to provide targeted coaching and feedback to staff.
- **Improved Post-Testing Systems:** LACES alerts will be used systematically so that students who reach 40+ hours are scheduled for testing within the same week, reducing missed opportunities for MSG gains.
- **Equity and Access Tracking:** Participation data by subgroup (ESL, working adults, immigrant populations) will be monitored to ensure services remain equitable. This informs partner supports such as childcare, flexible scheduling, and digital access.
- **Workforce Outcomes Tracking:** The Workforce HUB, recently extended to Adult Education Programs in the central regional, will be expanded to track transitions from IET programs into postsecondary enrollment, credential attainment, and employment outcomes, beginning with the Solar IET NABCEP credential pathway.
- **Continuous Staff Learning Loops:** Monthly instructor meetings will focus on data review, where staff collaboratively analyze recent results, share strategies, and set next steps to improve outcomes.

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- **Instructional Supports:** Paper-based TABE remains available for students less comfortable with online testing, with results used diagnostically to guide instruction and reinforce persistence.
- **HiSET Transition Supports:** The program implements an on-site “HiSET at Home” testing space, adopts the HiSET OPT, and explores designation as a HiSET Test Center to improve credential attainment outcomes.
- **Program Accountability Enhancements:** Attendance entry is streamlined to a weekly process, duplicate records and zero scores are removed, and subject-tracking in LACES is refined to simplify MSG monitoring. By embedding data analysis into instructional planning, student support, professional learning, and program accountability, ABQ-ALC ensures services are responsive, equitable, and effective. In FY25–26, the focus on post-testing efficiency, workforce outcomes tracking, and data-driven coaching will sustain program growth and strengthen student success.

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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	240 (overall served at intake)	\$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	172 (all fundable students served)	\$0	\$0
Referrals to and coordination of activities with other programs and services.	Career Service	43 (25% estimate of all fundable students by Comm Navigator)	\$	\$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	8 (Workforce and Business connections)	\$93,796	\$11,724.50
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	Child care: 20 TANF: 10 Transportation: 20 Other support services: 40 Total:90	\$0	\$0
Total:			\$93,796	\$11,724.50
Integrated Education and Training (IET) programs	Training Service	5	\$70,000	\$11,666.66

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

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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 is structurally embedded into our program through our Student Success Coordinator, who provides one-on-one advising, career exploration workshops, and referrals to workforce partners. Students who indicate interest in employment or training during orientation are guided through career navigation activities, including resume support, mock interviews, and referrals to Workforce Connection. In addition, last year we received significant support from our Community Services Coordinator, a Social Work candidate, who provided advising and wraparound services, including direct assistance with career services support. Career planning is integrated throughout the year, not just at intake, ensuring ongoing support for students who want and need it.
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).
Yes, our program offered an Integrated Education and Training (IET) program this year, specifically in the Solar Energy pathway. We served 5 IET students in PY 2024–2025 (Table 11, first row of column B).

5
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

3.4%
4. Enter MSG rate of your IET participants.

60%
5. Discuss successes, challenges, and lessons learned from IET programming this year.

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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 initials are administered.

Our program begins with an in-depth orientation that introduces students to our services, expectations, and support systems. New learners participate in orientation within the first week of enrollment. During this time, we administer initial assessments (**Class C&D for ESL/ELA** and TABE for HSE) to determine placement. Orientation also includes digital literacy onboarding, ensuring students are prepared to access distance learning tools. Based on feedback from last year, we strengthened this process by providing additional training to staff through our July in-service with Adult Education professionals. ABQ-ALC's orientation and onboarding process is structured around a **managed enrollment model**. The academic year is divided into terms, and orientations are scheduled at the beginning of each term. Between orientations, we collect **student interest forms that include contact information (name, phone number, and email)** for individuals interested in High School Equivalency (HSE) or English as a Second Language (ESL) programs. Prior to each scheduled orientation, the **Student Success Coordinator contacts students directly** to provide reminders and confirm attendance.

ABQ-ALC offers two orientation formats: **in person and online**, in order to reduce barriers and increase access. Each format is conducted at two different times to accommodate students' varied schedules. The morning session is held from 10:00 a.m. to 12:00 p.m. and the evening session is held from 5:00 p.m. to 7:00 p.m.

During orientation, students receive an introduction to ABQ-ALC, including an overview of program expectations, school policies, class structure, and learning goals. Official registration is also completed at this time. Following orientation, students are welcomed into classes and begin engaging with their cohort.

For Fiscal Year 2025 to 2026, ABQ-ALC held its first orientations on **August 4 for HSE** and **August 7 for ESL**. From these sessions, the program successfully enrolled **55 new HSE students** and **28 new ESL students**. These students were integrated into existing cohorts, which allowed the program to reach capacity in six classes: all HSE classes (AM, PM, and Online), Foundations Online, and ESL Intermediate Level AM.

This structured approach ensures that students are welcomed into the program in a consistent manner, receive clear information from the start, and join classes prepared to succeed.

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 schedule is designed to promote both frequency and intensity of instruction. Classes are offered multiple times per week, with both daytime and evening sessions to accommodate diverse learner schedules. Integrated Education and Training (IET) and contextualized ESL/HSE classes offer extended instructional hours and embedded workforce skills. Attendance monitoring and follow-up ensure students maintain adequate instructional hours to achieve measurable skill gains.

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.

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Last year, with carryover funding, we created a new “Community Support Services” position to reduce barriers. The CSS supported social and economic related barriers including housing, transportation, utility, and other wraparound connections for student retention. This year, to reduce barriers, we provide technology access (laptops, computer lab access), career navigation support, and case management through our Student Success Coordinator. We incorporate distance learning platforms such as Burlington English and Aztec, which allow students to continue learning outside of class. Our digital literacy open lab helps students build confidence in using online resources. These services ensure equitable access and support student persistence.

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.

Instruction is aligned to the College and Career Readiness Standards (CCRS) and English Language Proficiency Standards (ELPS). Our required curricula include Aztec, HiSET for HSE preparation, and Burlington English and/or Ventures for ESL/distance learning. In July 2025, Instructors received professional development on integrating CCRS/ELPS into lesson planning, including aligning objectives, scaffolding instruction, and will receive additional training to incorporate workplace readiness skills. Our July in-service training reinforced these practices and created a shared understanding among instructors.

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.

We draw on adult learning theories such as Knowles’ principles of andragogy, which emphasize learner-centered approaches, relevance, and practical application of knowledge. We also integrate the WIOA framework of career pathways and employ a strengths-based approach that recognizes the prior knowledge and experiences adult learners bring to the classroom. These frameworks guide our program design, staff training, and curriculum development, ensuring instruction is research-based and responsive to learner needs.

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). **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

Voted or Registered to Vote

Increased Involvement in Community Activity
4. Input the number of IELCE students that participated in IET programs.
(Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B)
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4.
6. Describe your program’s efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.
7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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

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

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

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

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IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$11,724.50

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. \$0.00

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

Total hours contributed	Fair Market Value per Hour	Total
260	\$26.95	\$7,007

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

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

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

Total hours contributed	Fair Market Value per Hour	Total
192	\$26.95	\$5,174

6. Please indicate total fair market value of donated supplies and materials. (e.g., books). \$100.00

7. Please indicate total fair market value of donated equipment. N/A

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

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
5,000 sq.ft.	\$187 (average market value)	\$935,000

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
Albuquerque Community Foundation	\$ 11,900
Dollar General	\$ 7,000
Rotary Del Norte Foundation	\$ 1,500
Vanguard	\$ 5,000
New Mexico Funders Collaborative (Healthy Learning Grant)	\$ 20,000
Housing & Urban Development (HUD)	\$102,400

B. Program Income Activities

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

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
N/A	N/A