

**Annual Program Report
Cover Page**

Program Name:	ABQ-ALC Literacy Program	
Institution or Organization:	Albuquerque Adult Learning Center, Inc.	
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New Mexico Counties Served:	Bernalillo, Sandoval, Torrance, and Valencia	
Submission Date:	September 18, 2025	
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Signature of the Chief Executive Officer or Designee

DATE

Gloria J Rael Executive Director

September 18, 2025

Typed Name and Title

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Narrative Questions

- 1. Please share program highlights and accomplishments in the 2024-2025 program year. Please also share any significant changes in your program, context, and services.**

During fiscal year 2024-25, Albuquerque Adult Learning Center, Inc. served **66** students overall. Of the 66 students served, 54 were moved to the Adult Education Family Literacy Act (AEFLA) grant, with 12 students remaining in LACES by the end of the fiscal year. This group averaged **46 contact hours** and collectively met **931 goals** overall as of June 30, 2025.

- 2. Please describe your main challenges in 2024-2025 and what you are doing or plan to do to address them.**

Our literacy program underwent significant changes last year. The organization experienced a permanent move to a new location. Initially, we experienced low interest for in-person foundations classes following registration. Many students found it difficult to attend in-person services largely due to transportation and childcare. In an effort to support students, a hybrid program was developed with one-day in person and three-days online. Students were required to come into our center for a computer, technology training, and additional resources before proceeding to their online foundations class. Although these were challenges, we supported a hybrid model to better support our population. Our instructor also retired during the third quarter of the fiscal year. We had to utilize tutors and restaff the position quickly to avoid further disruption of the literacy foundations cohort. We now have both a part-time in-person and online instructor to support both cohorts. ABQ-ALC seeks to offer both options for this population to ensure there are no barriers for them to succeed. While the online model appears to supporting more students, we hope to also use our in-person foundations class to offer one-on-one tutoring, small class instruction as the new cohort is developed, and support ESL students with concurrent enrollment during an Open Lab to help students improve their reading and writing. Additionally, we want to support any low-level students in need of bridging into the HSE Adult Education Program.

- 3. Please describe the modalities in which you provided literacy services in the 2024-2025 program year (e.g., one-on-one tutoring, small group tutoring, face to face classes, online tutoring, etc.), and the different populations whom you served (e.g., adult English language learners, parents, adults with disabilities, etc.) in as much detail as possible. If applicable, describe how these modalities and populations served were different in 2024-2025 than they had been in previous years.**

Our literacy program has traditionally been offered in person. During this reporting period we primarily offered small group instruction, in-person instruction, but quickly evolved to a hybrid program with in-person and online foundations instruction. We served a predominantly female population. This helped us support many more students than we would have otherwise supported by only offering our services in person. Our veteran instructor also split the class into small groups online in support of instruction once the cohort was developed.

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4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service?

ABQ-ALC mainly serves the International District in the southeast part of Albuquerque, located within Bernalillo County, New Mexico. This neighborhood is roughly bordered by Lomas Boulevard to the north, Gibson Boulevard and Kirtland Air Force Base to the south, Eubank Boulevard to the east, and San Mateo Boulevard to the west. Officially named the “International District” by the Albuquerque City Council in 2009, the area is among the most culturally diverse communities in the state, home to significant immigrant and refugee populations.

The International District faces persistent economic challenges, including higher rates of poverty, unemployment, and limited access to services. At the same time, it is a hub of cultural strength and resilience. ABQ-ALC’s location along major transit corridors such as San Mateo Boulevard and Central Avenue (Historic Route 66) makes it accessible for students who rely on public transportation.

While the International District and greater Bernalillo County remain our core service area, ABQALC’s adoption of online literacy services has expanded our reach. We now support students across the central region of New Mexico and even in rural communities, ensuring that those unable to attend in person can still participate in ESL, HSE, and literacy instruction. Looking ahead, ABQ-ALC anticipates continued growth in career pathways, particularly in childcare and healthcare, reflecting both student interest and regional workforce demand.

5. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of literacy activities. Please specify degree of formality for each arrangement described (e.g., purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals? Do you refer students to other NMHED-funded adult education programs? If so, please describe.

In FY24–25, ABQ-ALC maintained several formal cooperative arrangements with community organizations that directly support our Literacy Foundations cohort and overall program goals.

Endorphin Power Company (EPC): Operates under a signed MOU. EPC regularly refers students to ABQ-ALC and provides wraparound support for individuals in recovery or seeking stability, ensuring that learners can continue their education while addressing personal challenges.

First Nations Health Source: Operates under a signed MOU. First Nations supports referrals for health and wellness services, coordinated by ABQ-ALC’s Community Services Coordinator, addressing barriers that might otherwise interrupt persistence.

Help-NM: Operates under a signed MOU. Help-NM provides our low-income participants with part-time and full-time internship opportunities, giving students valuable work experience and income support while they pursue their education.

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ABQ-ALC also operates under a formal MOU with the Department of Workforce strengthening alignment with regional workforce priorities. Through this relationship, we refer students to NMHED-funded programs, including YDI NM's Dislocated Worker Program, and we are actively working to integrate referrals through Workforce's HUB referral system. These partnerships ensure that ABQ-ALC learners receive not only literacy instruction but also access to wraparound services, internships, and workforce pathways, creating a more comprehensive support system that increases both retention and long-term student success.

6. What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2024-2025 program year? What program needs did the PL address? What were the outcomes and influences of this PL, if any, in your program?

Our team attended the New Mexico Adult Education Association (NMAEA) state conference at Tamaya. Most of our team was in attendance. ABQ-ALC staff were introduced to the state's Professional Learning (PL) Policy, their professional hourly requirements based on their status (PT/FT), and they shared their lessons learned/takeaways. One of our best practices is to invite our team attendees to upload their PL materials/handouts to our staff shared "PL" google drive folder where anyone unable to attend or incoming staff may continue their PL development with the posted materials. These PL contributions help support current and any incoming instructors and/or tutors/volunteers. One of the needs our PL addresses is Adult Education training as it has been difficult to find candidates with Adult Education experience. Unlike previous years, parttime/fulltime instructors and volunteers now come to us with little to no adult education experience. Therefore, it is critical for our program to expose staff to every opportunity available for professional learning. Some of the influences came from an opportunity to meet away from the organization to discuss their thoughts on the training, what other programs are initiating at their programs. Opportunities for programs to debrief at the end of the conference when staff are fully engaged in PL is important. Presently, we continue this practice at our regular meetings.

Data Questions

Please answer the following questions that address data and performance in your program. Use your LACES database to collect data for students, hours, goals and tutors. You can present your data in the form of a table, graphs, or a narrative.

1. How many students were served in your program during the 2024-2025 fiscal year? Please, include total number of students with non-zero hours from *Student Calendar Hours Report* from LACES student area reports. Use the following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025.

Sixty-six students were served overall between July 1, 2024 through December 31, 2024. Of this group, 58 students were documented with non-zero hours. This group accounted for 42.48 average contact hours in LACES. Fifty-five students were moved into our AEFLA Program following our site visit in November 2024.

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2. Out of students that were included in item 1, how many students received services to improve their low-level reading and math literacy levels? Please exclude students that received ESL or HSE preparation services. After you have reported this number, please answer the following two questions here as well: 12

a. What can your agency do to expand services for such low-level literacy students?

Our organization created a hybrid learning program in support of our homebound population with young children in the household. We tried in-person, moved to a one-day in person and three-day online synchronous learning model which greatly supported learning. Essential Education was offered to students which supplemented learning and served as homework for students to work on their own for additional learning. Our four days on three days off model seems to better support young mothers/parents and has increased persistence.

b. What kind of assistance might you need from us to succeed in this expansion?

Burlington English and Essential Education curricula are provided which supports, complements, and/or supplements instruction. We purchased Aztec software in July for our new fiscal year which also supports Workforce preparation, and students will continue to be encouraged to attend our open digital learning lab, a new addition to our program. We have offered Family Literacy services for two years under separate funding sources; however, we need support implementing our "Family Wellness" with our Family Literacy Program. Our transition to a new building has positioned us for this addition during after school hours to target parents with children. With greater stability, we are now in a position for increased enrollment; however, we want to demonstrate the benefits of learning in small or 1:1 group settings with parents and children learning together. Our family program model supports this population. We would like to support the demand for this service (60+) to better support low-level learners persist and/or move into jobs.

3. How many hours did students spend learning in your program in 2024-2025? Please include total hours by different category as well as average number of hours per student with minimum and maximum number of hours that students spend. Use *Student Calendar Hours Report* from LACES student area Reports. Use the following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025.

Our students accounted for 2,464 cumulative hours or an average of 46 hours during this reporting period. The 12 students remaining in LACES accounted for 461 cumulative hours.

Instructional Hours Numerical Breakdown:

Total Hours: #	<12	>=12										
of Students	21	53	<=10	<=20	<=30	<=40	<=50	<=60	<=70	<=80	<=90	<=100
Total Hours: #			21	18	4	6	5	7	5	5	0	0
of Students												
Total Hours:	<=110	<=120	<=180	<=240	<=300	<=360	<=420	<=480	480+	Total		
# of Students	0	1	1	1	0	0	0	0	0	74		

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4. **Of the students who were served, how many met their goals? Attach *Goals Met in Time Period by Type Summary* from LACES student area Reports. Use the following parameters to generate your data: Goal Met Date between 7/1/2024 and 6/30/2025.**

Fifty-five students met their goals. See attached.

5. **How many hours did tutors spend working with students in 2024-2025? Please include the total number of tutors with non-zero hours, the total hours by different categories, as well as the average number of hours per tutor, along with the minimum and maximum number of hours that tutors spend. Use *Tutor Calendar Hours Report* from LACES Tutor area Reports. Use the following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025.**

This past year we had six tutors with non-zero hours. These tutors accounted for a total of 632 hours or 105.33 average contact hours with students in FY2024-2025.

6. **When you look at your program outcomes, how effective do you gauge your program to be, and why?**

Our program outcomes surpassed expectations this year. Our students collectively account for 931 goals, an increase of almost 20% (780) over the prior year. In terms of both strength and challenge, our increased outcomes speak to the numbers served (66), average contact hours (46), and persistence as 55 students engaged and completed their goals as documented in LACES.

7. **When you look at your program data, what changes would you like to implement and why?**

Although the state is tracking goals and enrollment versus learning outcomes, we would like to assess 100% of our students this year to gain a clear idea of how this population is performing. The observations of our new Literacy Foundations Instructor, who also subbed for the AE Program, is that many of the literacy students were supported to NRS levels 3 and 4, who are now being bridged into the Adult Education Program. We do not want to miss any opportunities to support our literacy learners nor hinder their development.

8. **What pathways could lead to increased enrollment for your program?**

ABQ-ALC has identified multiple pathways that support increased enrollment and expanded access for adult learners in the International District and across Albuquerque:

Digital Literacy (New Pathway Underway in FY25-26): Each day, ABQ-ALC receives “walk-ins” from individuals seeking help with basic technology skills, such as completing online job applications or navigating forms on a phone or computer. To respond, we launched an Open Lab, a flexible drop-in service where participants can build digital literacy skills in short sessions. This entry point attracts non-traditional learners who may not initially enroll in ESL or HSE but quickly see the benefit of pursuing additional education.

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Integrated Education & Training (IET): ABQ-ALC continues to expand career-aligned pathways, most notably through our Solar IET program. Learners gain hands-on technical training while improving academic and language skills, leading to NABCEP certification and improved employability. We are also exploring new IET models in insurance, digital skills, social work, and healthcare—including pathways that support childcare and nursing career aspirations, which are common among our student population.

Family Literacy: Parents and caregivers are increasingly drawn to our Family Literacy opportunities, where adult education is paired with parenting and intergenerational learning supports. These programs strengthen community engagement and encourage enrollment from families seeking both academic advancement and support for their children.

Social Work/Community Support Services: By embedding case management through a teaching assistant with social work training, ABQ-ALC reduces barriers to enrollment such as childcare, transportation, and food insecurity. This wraparound approach ensures students can enter—and persist in—our programs.

Together, these pathways demonstrate ABQ-ALC’s commitment to meeting learners where they are. By offering multiple entry points—digital literacy, workforce training, family-centered learning, healthcare and social work pathways, and wraparound services—we are steadily increasing enrollment while aligning with workforce and community needs.

Financial Expenditures

Please provide the following information about your financial expenditures.

Additional grants, funding from partnerships, etc.

- 1. Please list other sources of support for your program and their contributions for PY 2024-2025.

Source	Amount
Albuquerque Rotary Foundation	\$1,000

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Student Needs and Satisfaction Questions

Please answer the following questions about student needs and satisfaction in the literacy services provided by your program and its sub-grantees, if any. If you have *not* collected all of this information, please indicate this and plan to do so in the upcoming program year. If you need assistance from NMHED to think through this data collection process, please do not hesitate to reach out.

- 1. Describe the processes used to collect information regarding student needs, goals, and satisfaction. If you have worked to identify student interests and needs in your local community (in addition to those students who have already joined your program), please describe that process here as well.**

Our organization has worked with its partners, over 10 community-based organizations, to comply a Community Needs Assessment (CNA). This was a yearlong process meeting regularly (biweekly) to collect and analyze the data. One of the activities included canvassing within the International District. Most recently, we have been relying on our LACES database reports to support our partners with individuals served in the International District as our site is building new interest for Adult Education.

- 2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.**

Our student population is predominantly low-income, female, who often lack transportation and childcare services to support them with their child(ren). Our Community Support Coordinator/ Case Manager developed a Student Inquiry Form to support our entire student population's needs and goals as follows:

ABQ-ALC students consistently identify employment, housing, education, and mental health supports as their primary needs. Many seek immediate stability through job readiness and placement assistance. With the support of our Community Services Coordinator, students received guidance with resume development, job leads, LinkedIn profiles, and short-term income support. Several successfully transitioned into stable employment, such as moving from seasonal or part-time work into full-time positions at McDonald's and Walmart.

Housing insecurity is another pressing concern. Students were connected to resources such as Health & Social Service Centers, Help NM, and the Saint Vincent's Relief Fund, resulting in direct rental support or access to affordable housing listings. These interventions prevented homelessness and provided pathways to long-term stability.

Students also pursue educational advancement and career exploration. Some expressed interest in ABQ-ALC's Solar IET program, while others sought referrals to higher education at CNM and Carrington College or guidance in pursuing specialized fields such as music instruction. Additionally, transportation and mental health needs were addressed through community partnerships, including provision of a free bike through Esperanza Bikes, crisis counseling resources, and wraparound supports.

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Overall, the data and case examples demonstrate that our students' goals extend beyond academics to achieving holistic stability in employment, housing, and well-being. ABQ-ALC's coordinated supports have helped learners overcome immediate challenges and move toward self-sufficiency and long-term educational and career goals.

3. How does your program help students meet these needs and goals?

To address the wide range of student needs, ABQ-ALC expanded instructional support to include case management through a designated Community Support Coordinator (CSC). This role was filled by a teacher assistant in the final year of her Social Work credential, allowing us to provide students with professional, wraparound services connected to our community partner network.

Through this support, students were assisted with access to childcare, transportation, housing resources, and employment readiness. The CSC also played a key role in addressing food insecurity—an urgent issue in the International District, now designated a red-lined economic zone due to the closure of the local Walmart and three Walgreens stores. Students were referred to food pantries, shelters, and school-based food programs, as well as community events offering meals and family resources. Transportation assistance, including securing bikes and bus passes, helped students overcome barriers to both work and education.

Overall, this model of integrated case management allowed ABQ-ALC to meet immediate student needs while keeping learners engaged in their educational and career pathways, ensuring that progress toward academic and workforce goals was not derailed by basic needs insecurities.

4. What do you plan to do in the upcoming program year to improve the processes that you use to collect and analyze student needs, goals, and satisfaction?

We will work to recruit a volunteer and/or hire a part-time case manager/SCS to continue tracking and reporting on the wraparound services conducted by our program. We will also forward this information to our data technician wherever possible to better document these services by program at the end of the year.

We will assess all incoming students and post-test those interested in bridging to the Adult Education Program. We will provide everyone with access to a computer for digital literacy and/or online learning through our Open Lab digital literacy option. We will provide learners with access to both in person and online/distance learning through our literacy foundations classes. We plan to reassess our goal sheet to determine whether or not we are missing any additional goals per our student surveys and/or during our onboarding sessions where we gain key data from our incoming students. Our exit surveys will also support this effort.

5. What do you plan to do in the upcoming year to improve students' ability to meet their goals and improve their satisfaction with your services? How can NMHED help?

- We plan to continue to offer healthy and nutritious food for our students through another grant as this has been one of our best practices toward building community. We find that our literacy and

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ESL students have benefited most from our 15-minute breaks, wielding of conversation and connections for resources, support from faculty, staff, and most importantly, their peers.

- We are also working to build our volunteer network to ensure we have volunteer subs when the need arises. We are working toward open entry vs closed entry as we are a community-based organization. Although managed entry supports language acquisition and other learners, we hope to be a support to our community.
- NMHED can help our program through continuous funding of our literacy program. It can help programs like ours to better train and support our literacy instructors with onsite training. We gained significant support from Kathy St. John's literacy training in July 2025 and hope to coordinate with Propel for onsite training of our foundations instructors and volunteers.
- NMHED can also help us identify steps to fully integrate our Family Wellness program as part of our services which are far beyond the Parents and Children working Together (PACT) model. This program alone is supporting over 40 adults not included as part of this literacy grant.