

Annual Program Report Cover Page

Program Name:	Adult Basic Education	
Institution or Organization:	Central New Mexico Community College	
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City:	Albuquerque	
County:	Bernalillo	
Zip:	87106	
Main Phone:	505-224-4000	
Website:	https://www.cnm.edu/programs/programs-a-z/adult-basic-education	
Social Media:	https://www.facebook.com/CNMuncats/	
Workforce Region(s) Served:	Central	
New Mexico Counties Served:	Bernalillo; Sandoval	
Submission Date:		
Program Director, Manager, or Coordinator Name and Title:	David Valdés; Associate Dean and ABE Director	
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Signature of the Chief Executive Officer or Designee

9/5/2025

Date

Tracy Hartzler, CNM President

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.

Program Description

Central New Mexico Community College's (CNM) Adultly Basic Education (ABE) program (Central New Mexico Community College, 2025) provides high school equivalency (HSE) test preparation, English as a Second Language (ESL) instruction, and integrated education and training (IET) in accordance with the Adult Education and Family Literacy Act (U.S. Department of Education, 2025).

Onboarding Services

Prospective students are welcomed at all CNM campuses where ABE technicians and enrollment services technicians provide real-time, personalized, support to help students gain admission to the college as well as enroll in ABE classes (Central New Mexico Community College, 2025). Once admitted to the college, CNM's ABE students have access to all CNM student services such as Wellness CNM and our food pantry (Central New Mexico Community College, 2025).

As students move through our onboarding process, they receive on-site or remote TABE testing (Data Recognition Corporation, 2025) to (a) accurately place them in our courses, and (b) provide faculty timely information on the educational background of their students.

After testing, students complete a class preferences form indicating whether they prefer in-person or online courses, and what days and times work best for them. Form data goes directly to our enrollment services team who then creates a schedule for each student. Each student receives his or her schedule by CNM email, and pays a modest \$10 per academic term program fee. This fee is used to purchase course materials, as needed.

The final part of our onboarding process includes optional student success coaching provided by one of our professional ABE Achievement Coaches. During coaching sessions students are guided to CNM services such as ABE specific tutoring and ESL conversation groups. Our coaches also assist with referrals to local literacy programs, as needed. Coaches are happy to connect students to our college advisors to learn more about CNM certificate and degree programs as a natural progression from HSE completion or as a step into college-level English language support.

In the Classroom

Students receive HSE or ESL instruction remotely through our asynchronous distance learning courses, or by attending in-person courses offered at CNM's Main, Montoya, and South Valley campuses.

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Each class, whether online or in-person, consists of 45 hours of content area instruction, after which students are post-tested using TABE (for HSE students) or TABE Clas-E (for ESL students). Post-testing provides our program with critical data on each student's educational progress and next-level readiness.

Specifically, students receive instruction at National Reporting System (NRS) ABE and ESL levels 2-6 in accordance with the educational priorities of WIOA Title II Sec. 203 (1) (A) (113th Congress of the United States of America, 2014).

Post-secondary Education and Training

Students in CNM's ABE program have two options for entering post-secondary education or training offered in CNM certificate and degree programs. One option is to matriculate to CNM programs after HSE completion or upon reaching the highest level of English language acquisition provided by the ABE program. The other option is integrated education and training (IET). CNM offers two IET programs, Certified Nursing Assistant and Child Development, in which participants complete college-level courses to earn a certificate (workforce training and preparation) while taking concurrent and contextualized support courses in the ABE program (adult education and workforce preparation) consistent with the WIOA Sec. 203 (1) (A), Sec. 203 (6), and Sec. 203 (11) (113th Congress of the United States of America, 2014). To illustrate these two pathways to post-secondary education and training at CNM, the Sankey diagram below shows CNM ABE students who declared a certificate or degree major by academic year. The "Classification" column refers to whether students in the ABE program went directly to work ("Just Work"), took college-level courses exclusively ("Just CNM" – small unnamed section just below "Both"), or went to work while taking college-level coursework ("Both"). It's clear from the diagram that the majority of our students are working regardless of whether they continue on to certificate or degree programs.

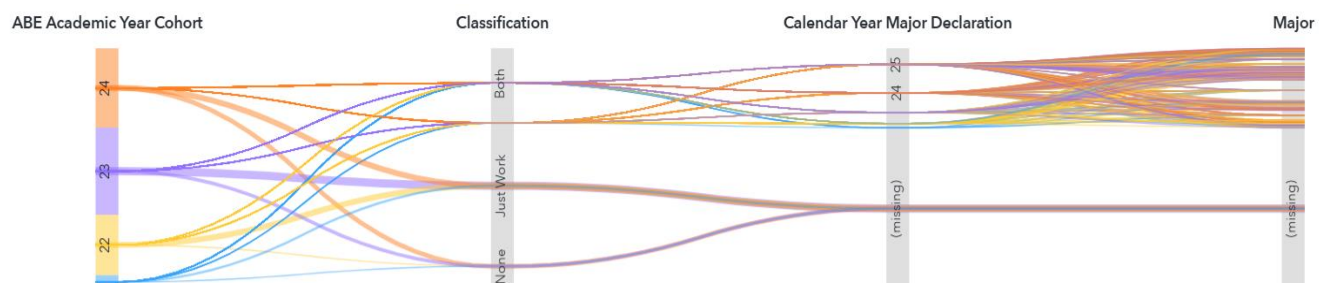


Figure 1: CNM ABE Student Flow into Post-Secondary Education and Training

Since 2021, the majority of students moving through CNM's ABE program selected Early Childhood Multicultural Education, renamed Child Development (406). The next most popular majors were Certified Nursing Assistant (35) and Nursing (33) (Tafoya, 2025). Other majors selected by CNM's ABE students since 2021 were

BUSINESS, ESOL COMMUNICATION AND CULTURE, PSYCHOLOGY, EARLY CHILDHOOD PROGRAM ADMIN, ENGINEERING, COSMETOLOGY, BUSINESS ADMINISTRATION, COMPUTER INFORMATION SYSTEMS, ENGLISH, GENERAL STUDIES CERTIFICATE, COMMUNITY HEALTH WORKER, LIBERAL ARTS, NON DEGREE, RADIOLOGIC TECHNOLOGY, ELECTRICAL TRADES, TEACHER EDUCATION, WELDING, NO MAJOR/FIN AID/6 HRS TERM, PRE-HEALTH SCIENCE AS DEGREE, ACCOUNTING, AUTOMOTIVE TECHNOLOGY, CIS CYBER SECURITY, COMPUTER SCIENCE, DIAGNOSTIC MEDICAL SONOGRAPHY, MEDICAL ASSISTANT, BIOLOGY, CRIMINOLOGY, EMERGENCY MED SERV PARAMEDIC, HVAC TECHNOLOGY, NAIL TECHNICIAN, STERILE PROCESSING TECHNICIAN, SURGICAL TECHNOLOGY, ATL EARLY CHILDHOOD MULTI ED, CARPENTRY TECHNOLOGY, COMMUNICATION, CULINARY ARTS, CUSTOMER SERVICE, EMERGENCY MEDICAL TECH-BASIC, FILM PRODUCTION, FINE ARTS, HOSPITALITY AND TOURISM, HUMAN SERVICES, INTEGRATED STUDIES, MEDICAL LAB TECHNICIAN, PRACTICAL NURSING, RETAIL MANAGEMENT, SOFTWARE DEVELOPMENT, ANTHROPOLOGY, BIOTECHNOLOGY, DENTAL ASSISTING, DIGITAL MEDIA, MACHINE TOOL TECHNOLOGY, PARALEGAL STUDIES, PATIENT CARE TECHNICIAN, PHARMACY TECHNICIAN ADV, PRE-HEALTH SCIENCE, SOCIOLOGY, SPANISH INTERPRETER, TRANSPORTATION TECHNOLOGY, TRUCK DRIVING, ADMINISTRATIVE ASSISTANT, ARCH ENGR DRAFTING TECHNOLOGY, ATL SECONDARY EDUCATION, ATL SPECIAL EDUCATION, AUTOMOTIVE SERV FUNDAMENTALS, BAKING, CIS COMPUTER PROGRAMMING, CRIMINAL JUSTICE, CULINARY FUNDAMENTALS, DIGITAL MEDIA MARKETING, EMS MEDICAL TECH-

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INTERMEDIATE, EXERCISE SCIENCE & WELLNESS, FIRE SCIENCE, FITNESS, GENERAL BUSINESS, HEALTH SERVICES MANAGEMENT, HISTORY, INDUSTRIAL AUTOMATION, MODERN LANGUAGES, NUTRITION, PHARMACY TECHNICIAN ENTRY, PHILOSOPHY, POLITICAL SCIENCE, POST PRODUCTION TECHNICIAN, PRE-ARCHITECTURE, PRE-LAW, PROJECT MANAGEMENT, THEATRE, VETERINARY TECHNOLOGY. (Tafoya, 2025)

Going Forward

CNM's School of Education dean, Fang Chen, is spearheading the creation of a career academy at CNM to bring together Albuquerque-area programs of adult education. The goal is to connect them with CNM certificate and degree pathways as well as CNM Ingenuity non-credit post-secondary training in alignment with, and in the collaborative spirit of, the career pathways and IETs described in WIOA Sec. 3 (7) and Sec. 203 (11) (113th Congress of the United States of America, 2014).

Student Population Served

Our students represent a variety of ages, backgrounds, ethnicities, and educational levels as shown in the following figures.

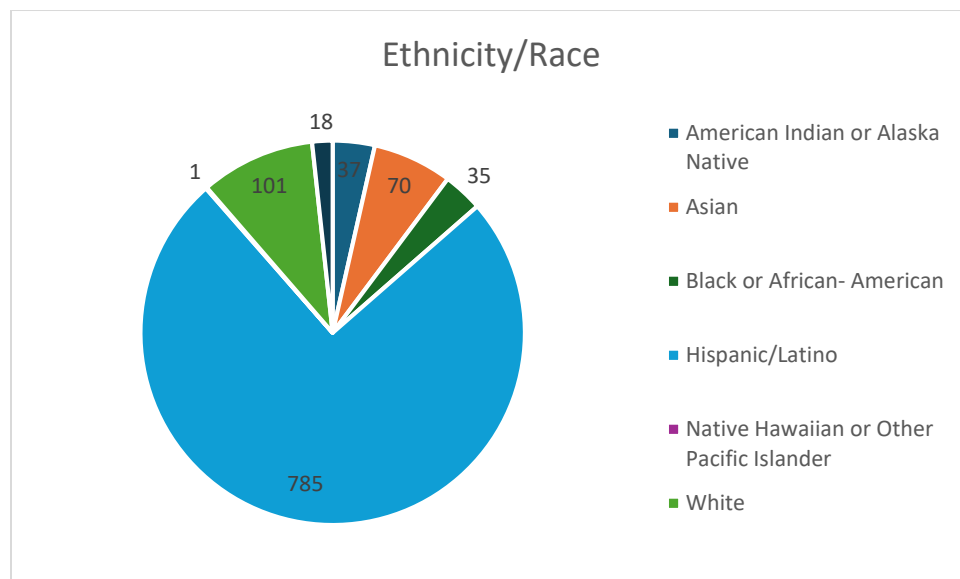


Figure 2: Ethnicity/Race Distribution

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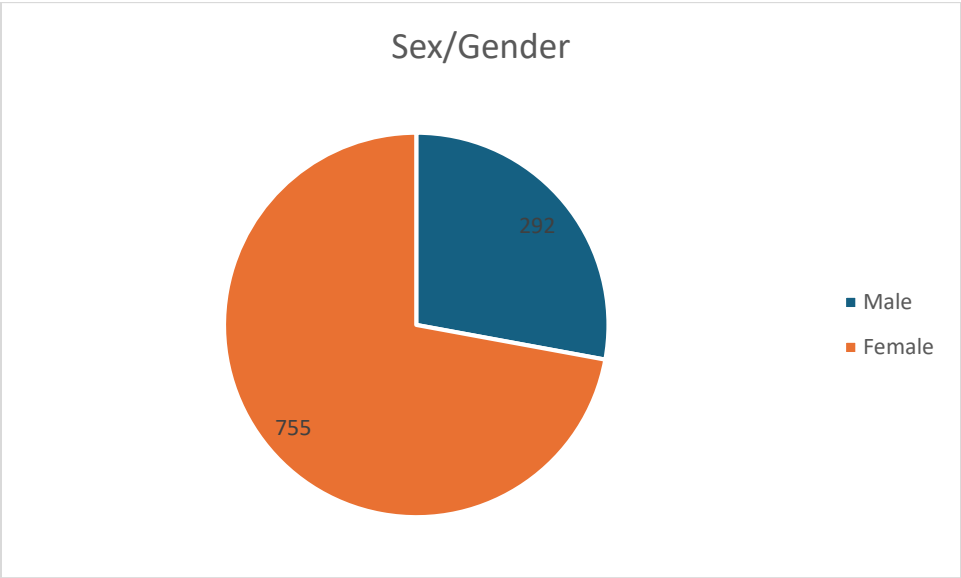


Figure 3: Sex/Gender Distribution

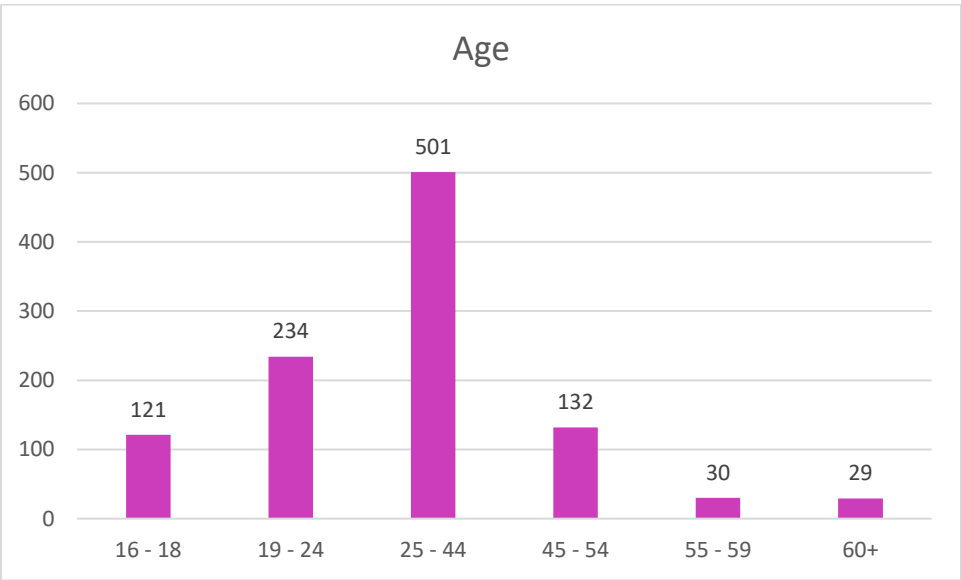


Figure 4: Age Distribution

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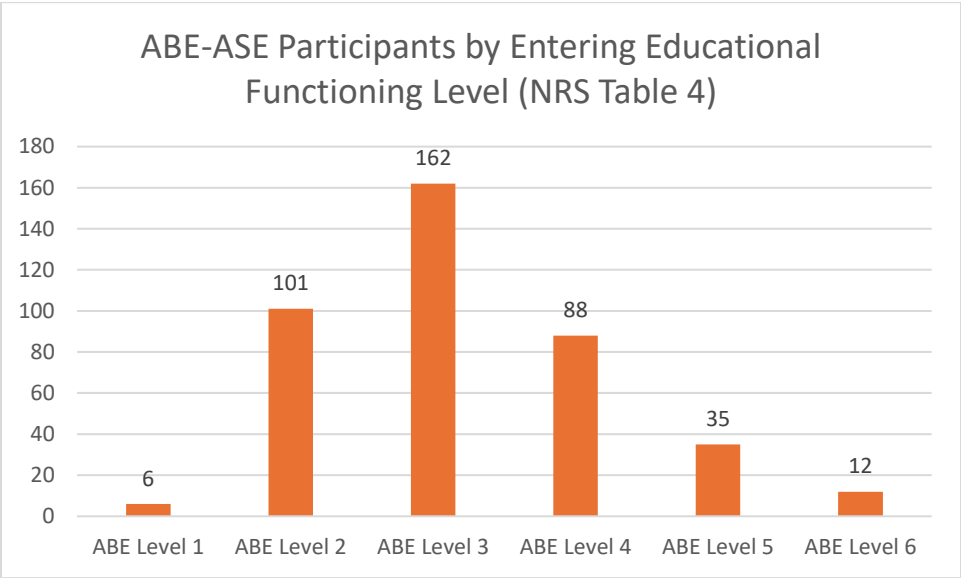


Figure 5: ABE-ASE Participants by Entering Educational Functioning Level for FY 2024-25

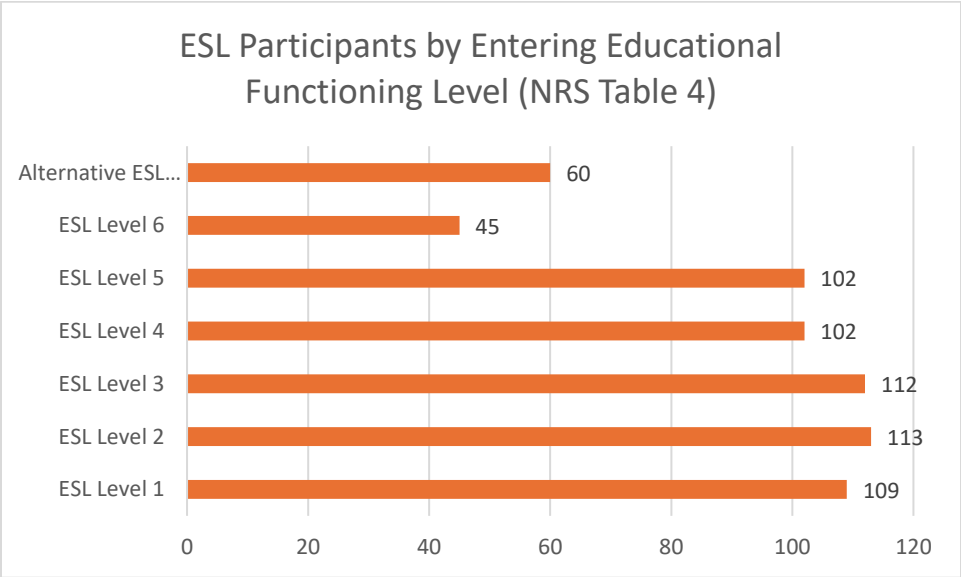


Figure 6: ESL Participants by Educational Functioning Level for FY 2024-25

Of the students engaged in integrated education and training (IET), the majority were participants in our ESL program.

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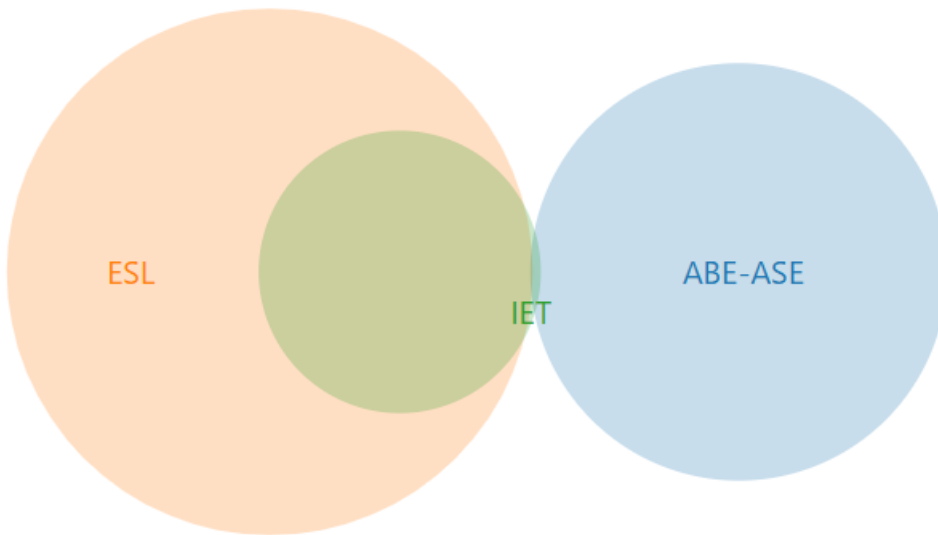


Figure 7: Distribution of ESL, ABE, and IET students. Figure created at <https://bioinforx.com/apps/venn.php>.

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.

During FY 2024–25, CNM’s ABE program experienced several significant staffing and structural changes aimed at strengthening support for our student population.

Early in the year, we added a new ABE achievement coach position to enhance student support services. Concurrently, we experienced the departure of our veteran achievement coach, who accepted another opportunity within CNM. In response, two new achievement coaches were hired. To maximize their effectiveness, one was designated to specialize in serving ESL students, and the other in HSE students. Each coach developed expertise in their respective area and subsequently cross-trained the other to ensure consistent and flexible support across student populations.

Later in the fiscal year, a strategic decision was made to shift the supervisory structure for ABE staff from the Education and Learning (formerly Academic Affairs) division to the Enrollment Management and Student Success (EMSS) division. This transition was designed to expand the reach and consistency of ABE student services by leveraging CNM's broader enrollment services and testing infrastructure. As part of this reorganization, several positions—one ABE assessment supervisor, two ABE technicians, and two ABE achievement coaches—were formally transitioned to EMSS. In addition, several CNM staff members not funded by adult education grants have been trained to support ABE students. To maintain continuity in data entry and reporting, an academic technical assistant from the School of Education assumed the responsibilities traditionally held by our data technician.

Overall, these changes have enhanced our capacity to deliver high-quality, integrated services to ABE students and further aligned the program with CNM’s institutional culture and resources.

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

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do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

Digital Literacy and Equity

CNM’s online ABE courses provide digital literacy skills and experiences including the use of modern educational platforms such as the CNM Brightspace learning management system (D2L, 2025), ALEKS (McGraw Hill, 2025) for math instruction, Essential Education (Essential Education , 2025) high school equivalency preparation (pilot phase), and Ventures (K Savage, 2025) online workbooks for English language learners. Students also learn to create digital content and collaborate online. Throughout the ABE program students become proficient in using email, completing online forms, and scheduling exams using our web-based scheduling system.

Digital equity is addressed by CNM as a whole in the provision of laptop loaners, open computer labs, and substantial information technology services available to all students including free and robust Wi-Fi, access to Microsoft 365, on-demand support over the phone, and in-person support at several locations (Central New Mexico Community College , 2025).

Scheduling

CNM’s ABE program continues to offer both in-person and asynchronous online courses to meet student needs and demands. During FY 2024-25, students demonstrated a greater demand for online courses than originally anticipated, as shown in the table below.

Table 1: Original and Final Schedule Comparisons for In-Person and Online Course Offerings, by Discipline, for FY 2024-25

	Original Schedule		Final Schedule	
	In-Person	Online	In-Person	Online
ESL	74%	26%	65%	35%
GELA	52%	48%	44%	56%
GEMA	58%	42%	53%	47%

While demand for online courses remains high, student performance in these courses consistently falls below that of equivalent in-person classes due to factors that are not yet fully understood. Faculty suggest that some students may prioritize convenience over instructional quality, potentially overestimating their ability to succeed in a less structured learning environment.

In light of this trend, we do not plan to expand online offerings solely in response to increased demand. Instead, we will continue to guide students toward in-person classes, which have shown stronger outcomes and higher rates of success.

It is also important to note that we have previously offered synchronous online courses (i.e., courses held online at scheduled times), but enrollment was insufficient. Students either preferred the structure and engagement of in-person classes or the flexibility of fully asynchronous online formats. As such, we will focus our efforts on modalities that best support student learning and persistence.

- 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

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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.

CNM partners with the following organizations.

- **ABC Community Schools – *informal***

In FY 2024–25, ABC Community School Partnership approached CNM's ABE program within the School of Education to request ESL and HSE classes for parents of students at Del Norte High School, McKinley Middle School, and Hodgkin Elementary School. In response, CNM scheduled a multilevel ESL class at Del Norte High School, taught by a CNM instructor. ABC Community Schools supported outreach and marketing efforts, resulting in full enrollment for the Fall 2024 term. CNM is continuing to collaborate with ABC Community Schools to offer another ESL class in Fall 2025 and is currently working toward finalizing an MOU to formalize the partnership. (abc Community School Partnership, 2025)

- **Catholic Charities – *informal***

CNM refers students to Catholic Charities for individualized support, including language assistance in students' native languages, which is often available through Catholic Charities' specialized staff. In turn, Catholic Charities periodically consults with CNM to explore unique service opportunities for shared clients.

- **Ethos Literacy – *informal***

Students who test at ABE 1 or ESL 1 literacy levels are referred to Ethos Literacy through their website for appropriate literacy-level instruction. Likewise, Ethos Literacy refers students to CNM's ABE program using our online contact form, establishing a consistent two-way referral process.

- **Isleta Resort and Casino – *formal (MOU)***

During the Spring 2025 term, Isleta Resort and Casino reached to us to request an ESL class for their employees to be taught at Isleta Resort and Casino. CNM was able to provide a class during the Summer 2025 academic term at Isleta Resort and Casino in a timeframe that worked for them. In the process of finalizing course details, both organizations signed an MOU. Based on the success of the first course, we will offer another ESL class at Isleta Resort and Casino in the Fall 2025 academic term.

- **Lutheran Family Services – *formal (MOU)***

Lutheran Family Services is a long-standing partner of CNM's ABE program. The organization regularly refers clients to CNM for ESL classes. This partnership is governed by a standing MOU that clearly defines responsibilities and expectations.

- **Workforce Connections of Central New Mexico – *formal (IFA)***

As a required partner in the local workforce development system, CNM's ABE program maintains a formal relationship with Workforce Connections through an Infrastructure Funding Agreement (IFA). This agreement outlines shared responsibilities and funding contributions, enabling Workforce Connections to provide employment-related services and job search assistance to adult education students.

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?

- i. **Priority 1 – All faculty and staff participate in required professional learning activities.**

New faculty completed required trainings such as CNM Faculty Online Certification I and II. This training provides new faculty with andragogy principles and tools for teaching online courses in CNM's learning management system, Brightspace. Staff participated in required learning such as general safety training. Each staff member receives role-specific training. For example, the ABE Director completed Post-Award Principle Investigator training on grant compliance management.

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These trainings are valuable to individuals in their respective roles as well as to the CNM ABE program as their learning enhances their ability to perform critical tasks.

ii. **Priority 2 – Faculty and staff participate in professional learning activities related to continuous program improvement.**

NMAEA/MPAEA, and COABE annual conference attendance and Color Vowel training were the primary means of meeting this goal. Four of our five full-time faculty members attended COABE in addition to the ABE Director. Two of our five full-time faculty members attended MPAEA in addition to the ABE Director. COABE attendees received insight into how programs of adult education have adapted over the years to changing pressures on the national level. Curricular approaches and operational functions from programs in other states highlight the similarities and differences between student populations, state supports, and historical methods of educational delivery. MPAEA attendees received similar insights on a regional level while also fostering valuable connections. Color Vowel training provided enhanced methods to ESL instructors to improve the educational outcomes of English language learners.

iii. **Priority 3 – Faculty and staff participate in self-directed professional learning activities to increase student retention and success.**

Self-directed learning is a key activity in value-added training for the individual. That is, when a person directs him- or herself toward particular training, he or she perceives the training to be more valuable. CNM offers many opportunities for self-directed learning for the purpose of increasing student success. For example, one of our faculty members participated in “Experiential Learning: Design and Implementation Through the Lens of Authentic CNM Case Studies” offered by CNM’s Cooperative for Teaching and Learning (CTL) during the 2024 Conference on Teaching and Learning.

- 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?

One of the most impactful professional learning experiences for our team was participation in the Continuous Program Improvement Institute in July 2025. The institute provided a comprehensive review of program data across the state, highlighting both strengths and areas for growth. At CNM, we’ve taken this data back to our faculty and staff to highlight where we’re doing well and to signal areas for improvement. This activity has led to fruitful conversations on what we can and should do to improve the program. For example, after reviewing HSE credential rates, our faculty have a renewed motivation to consider what’s working well in other high performing programs such as early official practice testing and close tracking of students who move on to take the office tests.

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

Our Professional Learning (PL) Plan was implemented with notable success, particularly in the first two priority areas. The first priority—meeting institutional training requirements—was fully achieved. The second priority, which involved sending faculty and staff to relevant conferences, was also successfully met. Full-time faculty were especially receptive to attending conferences and engaging in peer learning opportunities. The third priority—supporting self-directed professional learning—was partially successful. Three of our five full-time faculty participated in self-directed learning at the 2024 Conference on Teaching and Learning, reflecting a strong commitment to ongoing development.

However, the primary challenge remains the participation of part-time faculty. Due to competing responsibilities, and the voluntary nature of professional development for part-time instructors,

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engagement in professional learning activities was limited. While compensation was offered in accordance with the CNM-CNMEU Part-Time Faculty Collective Bargaining Agreement, scheduling constraints continued to pose a barrier to broader participation from part-time faculty.

- 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?

Yes. CNM successfully implemented our professional learning plan due to the simple and clear nature of the plan tied to (a) requirements, (b) conferences, (c) self-directed learning, and (d) compensation. Furthermore, CNM uses Workday to track many of these learning experiences.

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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)	1047
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	1469
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	49%

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%	42%	49%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	56%	54%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	36%	36%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	44%	34%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$5843.75	\$6581.35

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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.

The percent participation rate is calculated by dividing the number of NRS participants by the total of NRS participants and reportable individuals. In FY 2024–25, the participation rate was 42%, a decrease of four percentage points from the previous fiscal year. Despite this decline, the number of reportable individuals has steadily increased over the past seven years, averaging an annual growth of 165 students. This sustained increase suggests a growing interest in adult education, while also reflecting rising barriers that may hinder individuals from fully engaging in or completing educational programs.

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.

Overview and Observations

Post-test rate is up eight percentage points in our HSE program as compared to the previous fiscal year. Post-test rate is down twelve percentage points in our ESL program as compared to the previous fiscal year. Overall, the weighted (or combined) post-test rate is down four percentage points as compared to the previous fiscal year, settling in at 49% for FY 2024-25. MSGs and EFLs are both up significantly in the ESL program while a downward trend in MSGs and EFLs are observed in the HSE program.

Reasons

Our ABE program pre-tests all students upon enrollment. However, a significant number of students are unable to complete their term due to personal or professional challenges. To better understand attrition, we launched a "Drop Survey" in Fall 2023. With hundreds of responses collected, the most frequently cited reason for course withdrawal was changes in work schedules. Additionally, our online students are responsible for scheduling their own post-tests, which has presented a barrier to completion for some.

Strategies

- We developed and distributed a scheduling preferences survey to identify more accessible class times for students.
 - We will review scheduling data with faculty during the Fall 2025 academic term to create a more student-friendly schedule.
 - The revised course schedules will include enhanced faculty involvement in advising and testing, available both in-person and online.
 - Our ABE data technician is now monitoring LACES post-testing alerts and providing regular updates to the program director to track testing progress and flag gaps.
 - For in-person courses, we continue to administer paper-based post-tests at the end of each course, helping to ensure higher completion rates within that delivery format.
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.

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The tables below show CNM performance next to negotiated and state targets.

Table 2: CNM Performance and Negotiated Targets

Negotiated Targets	CNM Performance	PY 25 Targets
Employment (Second Quarter After Exit)	36.17%	41.50%
Employment (Fourth Quarter After Exit)	34.22%	41.50%
Median Earnings (Second Quarter After Exit)	\$6,581.35	\$4,700.00
Credential Attainment Rate	54.14%	32.00%
Measurable Skill Gains	49.01%	41.00%

Table 3: CNM Performance and State Targets

Outcome	CNM Performance	State Goals
Retention Rate	42%	70%
% MSG	49%	56%
% MSG ABE	34%	60%
% MSG ESL	59%	52%
2Q Employment	36%	44%
4Q Employment	34%	45%
Credential Attainment	54%	43%
HSE Attainment Increase	0%	15%
Co-Enrollment	0.48%	10%

Analysis

Employment (Second and Fourth Quarter After Exit)

Employment in NM, and in the U.S., slightly decreased from 2024-2025, as indicated in the New Mexico Labor Market Review June 2025 (New Mexico Department of Workforce Solutions, 2025). To address this, we are enhancing career advising services and expanding partnerships through CNM Ingenuity to support short-cycle credentials and integrated education and training programs, which are expected to improve employment outcomes in future program years.

Employment-to-Population Ratio (%)

Jan 19-Jun 25

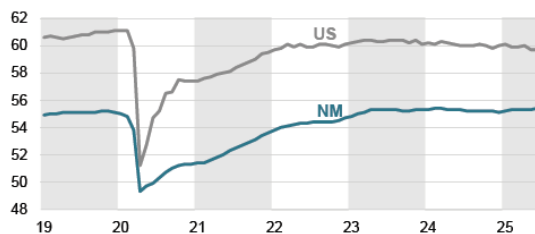


Figure 8: New Mexico Employment-to-Population Ratio

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Median Earnings (Second Quarter After Exit)

Annual median earnings for households in the Albuquerque Metro Statistical Area are higher than in New Mexico at \$67,640 for Albuquerque as compared to \$62,268 in 2023 inflation-adjusted dollars (U.S. Census Bureau, U.S. Department of Commerce).

CNM's performance on median earnings in the second quarter after exit exceeded the negotiated target by a significant margin. This outcome aligns with broader regional trends, as annual median household earnings in the Albuquerque Metropolitan Statistical Area (\$67,640) remain higher than the state average of \$62,268, based on 2023 inflation-adjusted figures (U.S. Census Bureau, U.S. Department of Commerce). These higher regional wages likely contribute to the stronger earnings outcomes observed among program participants, particularly those entering in-demand occupations or transitioning into employment with local industry partners.

Credential Attainment Rate

CNM's credential attainment rate continues to thrive due to the continued success of the Child Development integrated education and training program. Students in the program complete the [Child Development, Certificate of Achievement](#) (Central New Mexico Community College, 2025) while concurrently taking ESL support courses to enhance English language acquisition.

Measurable Skill Gains (MSGs)

Measurable skill gains have continued to increase in our ESL program for the last two years as curriculum has been continually revised by veteran full-time faculty, and as more students have been served in our in-person courses. As such, our MSG's are above negotiated targets. Now we turn our focus to the HSE program to consider changes to curriculum, scheduling, and services to increase program outcomes, which will then bring us closer to state targets for ABE.

Retention Rate

Retention rates within CNM's HSE and ESL programs are heavily influenced by the complex life circumstances of our student population. As an open-access institution, CNM provides all prospective students with immediate access to application and placement testing, which results in ABE students being designated as reportable individuals early in the process—often before they are fully enrolled or engaged in coursework. Since FY 2018–19, the number of reportable individuals has increased by an average of 147 students per year. However, the number of actual participants declined from FY 2018–19 to FY 2020–21, followed by a gradual increase through FY 2023–24. In the most recent fiscal year, participation saw a slight decline once again. These shifts reflect broader trends in enrollment and participation across adult education programs, particularly as students navigate external challenges such as employment demands, family obligations, and access to transportation and childcare.

HSE Attainment Increase

HSE attainment remained flat in FY 2024–25, consistent with the trend observed over the past four years. To address this stagnation, CNM is implementing new strategies aimed at improving outcomes for HSE students. These include offering the GED or HiSET Official Practice Test at the point of entry to better assess readiness and guide placement. Additionally, enhanced faculty advising will be incorporated into the first and final weeks of each course to build student confidence and increase test preparedness. All related policies and procedures will undergo a comprehensive review during the Fall 2025 academic term to ensure alignment with best practices and to strengthen support for HSE student success.

Co-Enrollment

CNM works with students to find the path to work that meets their needs through our [Career and Job Placement](#) department (Central New Mexico Community College, 2025). Co-enrollment with other WIOA titles is an

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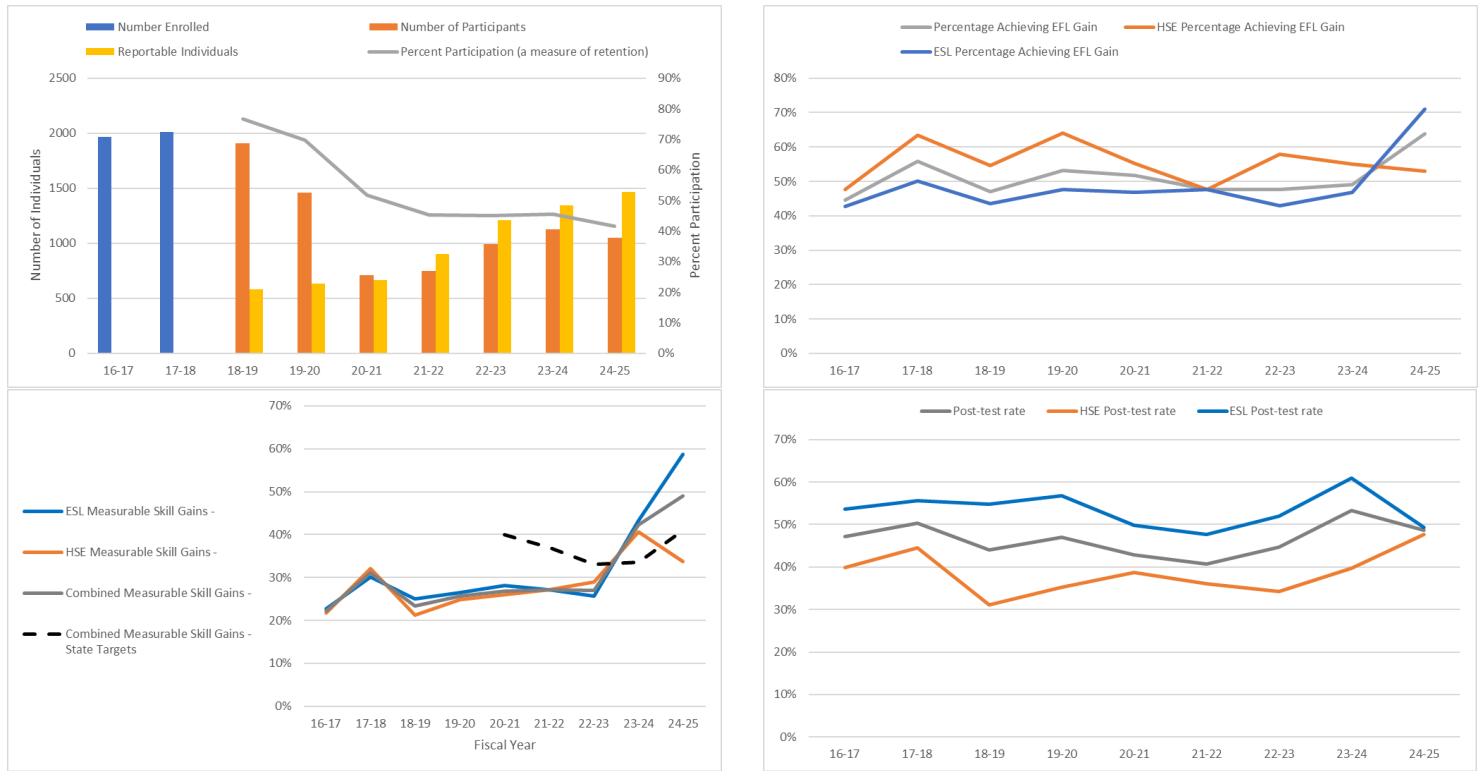
available option to students while they visit with employment advisors. Common barriers to WIOA co-enrollment, such as a robust referral system that connects colleges and universities with the workforce system, and the time required for students to receive support, often lead to students pursuing other avenues. In other cases, students receive significant support from other agencies, such as New Mexico's Early Childhood Education and Care Department (ECECD). ECECD supports students in the process of completing CNM's Child Development Certificate, while simultaneously completing ESL coursework in CNM's ABE program, by providing stipends, 100% tuition assistance, 100% textbook costs, 100% of the cost of PRAXIS testing, along with incentives for wage increases while students move through the program.

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

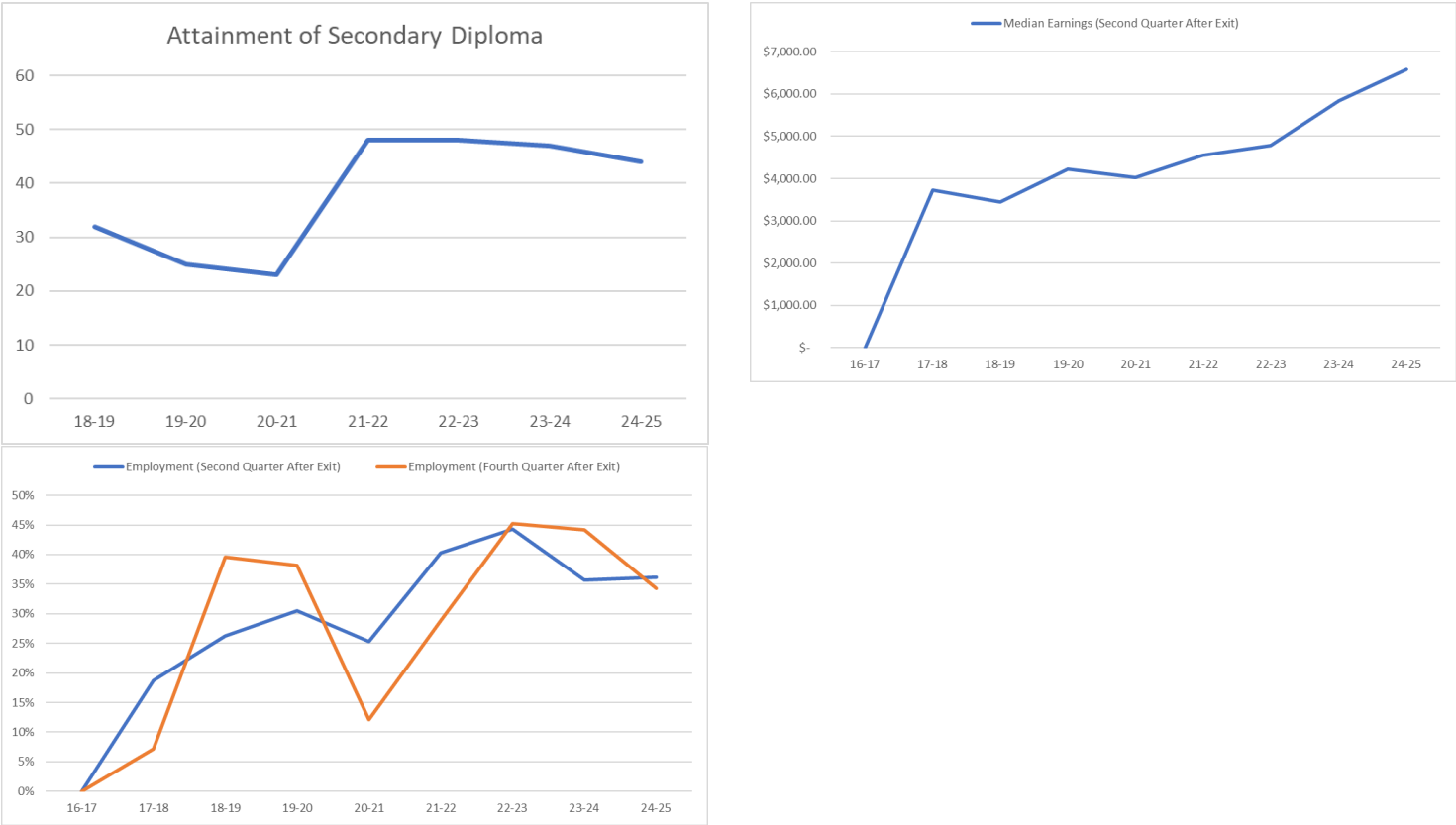
We have discussed some strategies in the previous section. In addition, CNM plans to contract with a nationally recognized consultant to conduct a comprehensive review of the High School Equivalency (HSE) program. This will include evaluating curriculum, instructional delivery, and credentialing pathways, with the goal of enhancing alignment with best practices and increasing credential attainment. Technology integration is another key focus. Platforms like Essential Education and ALEKS are being used to personalize instruction. Instructional consistency is also being strengthened through standardized curriculum maps, shared materials, and regular faculty alignment meetings, ensuring all students receive high-quality, uniform instruction across courses. These combined efforts aim to improve measurable skill gains, post-testing rates, and overall student success.

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

Performance trends are shown in the charts below.



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Trends and Reflections

Enrollment, defined as the sum of reportable individuals and participants, has shown consistent growth since FY 2020–21, increasing by an average of 311 students per year. However, as previously discussed, retention remains a key challenge. While we continue to attract students seeking HSE and ESL services, sustaining their engagement through program completion requires ongoing attention. Strategies to address this are outlined in the response to Question 3 of this section.

Measurable Skill Gains (MSGs) and Educational Functioning Level (EFL) gains have seen notable improvements among our ESL population. These gains can be attributed to the dedication of our faculty, ongoing curriculum enhancements, and an increase of in-person course offerings. Additional strategies for improving outcomes in our HSE population are also discussed in response to Question 3.

The post-test rate for HSE students has been increasing over the past two years, reflecting improved persistence and assessment alignment. In contrast, we have observed a decline in post-testing among ESL students even as their MSGs and EFL gains continue to rise. This suggests that while learning is occurring, assessment completion may require additional attention. Relevant strategies are detailed in the response to Question 2.

Attainment of a secondary diploma has remained relatively flat over the past four years. To improve this outcome, CNM plans to implement new onboarding strategies, including offering the GED or HiSET Official Practice Test on entry to better prepare and motivate students. Further strategies to support diploma attainment are described in the response to Question 3.

Employment outcomes in the second and fourth quarters after exit have fluctuated significantly over the past nine years, as shown in the chart above. The exact economic factors influencing these trends remain uncertain.

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To improve the accuracy and completeness of employment data, CNM's ABE program will emphasize the importance of reporting employment status in every class at the end of each session.

Median earnings for CNM's ABE participants have steadily increased over the past six years, growing at an average rate of approximately 11% per year. This trend may reflect a favorable local labor market for entry-level employment further justifying continued investment in workforce-aligned educational programming.

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.

CNM's ABE program uses data consistently to inform decision-making and improve student outcomes. Program success rates for HSE and ESL are reviewed with full-time faculty during regular meetings with the associate dean and dean of the School of Education. These meetings lead to actionable steps, which are tracked for progress. For example, in Fall 2025, faculty will collaborate on a schedule redesign to improve HSE outcomes, focusing on delivery formats, advising, and student-friendly class times.

Key performance indicators—such as enrollment, attendance, skill gains, credential attainment, and transitions to college or employment—are monitored using LACES, NRS tables, and CNM's Office of Data Strategy. Faculty and staff use this data to adjust instruction and support services. One successful change, for instance, was shifting from computer-based to paper-based post-tests in 2023–24, which improved completion and educational gains, especially for English language learners.

Program-wide scheduling data is also under review to optimize class offerings. Insights from the Summer 2025 Continuous Program Improvement Institute are helping guide targeted improvements in lower-performing areas.

Looking ahead, CNM will expand real-time instructional adjustments using formative assessments as well as track engagement with wraparound services to evaluate their impact on retention. Partnerships with the New Mexico Higher Education Department and workforce agencies will further strengthen analysis of IET participation, credentialing, and employment outcomes. Student surveys and labor market data are also being used to explore new IET program opportunities.

Operational improvements have stemmed from data-informed decisions. Regular coordination between Enrollment Management and Student Success staff and the ABE Director led to a reorganization of staff supervision, transferring five ABE staff to enrollment and assessment leadership. This change improved operational scale and consistency as additional CNM staff were trained in ABE systems and processes.

Finally, program data is regularly shared with CNM leadership to align ABE efforts with the college's broader mission and student success goals.

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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	2516 Sum of participants and reportable individuals	\$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	2516 Sum of participants and reportable individuals	\$0	\$0
Referrals to and coordination of activities with other programs and services.	Career Service	115 ABE and ESL level 1 students referred to local literacy services	\$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	100 Served by CNM's Career and Job Placement department	\$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	2 Served by the local One Stop	\$0	\$0
Total:			\$0	\$0
Integrated Education and Training (IET) programs	Training Service	185		

*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.

CNM's ABE program partners with the Central Region Workforce Development Board and the local One Stop centers to provide integrated services for adult learners. Staff participate in regular coordination meetings with Workforce Connection of Central New Mexico to align referral processes, share best practices, and reduce duplication of services. These meetings also allow CNM to coordinate career services, such as intake, orientation, and assessment, with Title I partners. Through cross-training, CNM ABE staff and One Stop staff are better able to refer students in both directions, ensuring adult learners have access to educational services, supportive services, and workforce training opportunities. CNM also contributes to shared infrastructure agreements by supporting coordinated intake and referrals, providing access to facilities for workforce partner events, and aligning assessment practices.

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 2024–2025, CNM's ABE program aligned its services with the Central Region Local Workforce Development Board's plan by targeting priority sectors such as healthcare, early childhood education, and manufacturing. To ensure alignment with regional labor market needs, we contracted with a national ABE consultant to analyze local labor market data and identify high-demand career opportunities suitable for Integrated Education and Training (IET) program development. In response to local manufacturing employer needs, we developed contextualized ESL curriculum to support the Manufacturing Essentials training offered through CNM Ingenuity, ensuring English language learners can build technical and language skills concurrently. Alongside these initiatives, we continued to deliver successful IET programs in Child Development and Certified Nursing Assistant, which align with the local workforce development board's focus on expanding opportunities in healthcare and early childhood sectors.

CNM's ABE program continues to encourage conversations with the Workforce Connection of Central New Mexico, aiming to improve referrals, expand co-enrollment, and give students access to a broader range of supportive services. CNM's direct representation on the Central Region Workforce Board has also ensured that adult education remains an active partner in workforce planning and strategy development. Our IET programs continue to show strong outcomes, with high credential attainment rates and meaningful employer engagement, particularly in child development.

The biggest challenges are scaling up low-enrolled IET programs and developing new programs that are both high-demand and sustainable. While the Nursing Assistant IET aligns well with healthcare priorities, enrollment has remained lower than projected, limiting its overall impact. At the same time, developing new IETs requires extensive planning, industry partnerships, and resource investment before programs can be launched at scale. Balancing innovation with sustainability remains a challenge, especially as we work to align adult education programming with the central region local workforce development board's evolving workforce needs.

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.

At CNM, ABE students have access to two dedicated Achievement Coaches who assist with academic skill-building, school-life balance, financial planning, and career guidance. These two coaches help students set goals, connect their learning to future opportunities, and access CNM’s wide range of student support services. Additionally, ABE students are integrated into CNM’s larger advisement system, which follows a structured advising model emphasizing career exploration, academic planning, resource connection, financial coaching, and transfer readiness. Tools like CNM’s Career Coach allow students to assess their interests, match them to careers, and explore related training and degree pathways. From there, advisors and coaches help students translate those results into concrete academic and career plans.

ABE students also benefit from access to CNM’s Career and Workforce Success Center, which offers résumé writing workshops, interview preparation, and job placement support. A dedicated Career Coach from this center is assigned to work specifically with ABE students and is available to visit classes and provide ongoing career guidance.

Faculty also play a vital role in this process. Through classroom discussions, assignments, and one-on-one conversations, instructors help students explore career options and understand how their coursework supports long-term goals. Together, these integrated supports ensure that career planning is a central component of the ABE experience, helping adult learners move confidently from foundational education to college and career pathways.

- 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). 185
- 3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)? 17.7%
- 4. Enter MSG rate of your IET participants. 89%
- 5. Discuss successes, challenges, and lessons learned from IET programming this year.

For IET programming this year, a key strength is the Early Childhood Education IET, which has strong enrollment, high demand, and an integrated curriculum combining ESL and early childhood content, supported by dedicated early childhood program administration. The early childhood education IET continues to be the largest IET program in the state.

Challenges include identifying and securing collaboration with career and technical education programs within CNM to develop IETs suited to the learner population. While some programs have expressed interest in the IET model, follow-through and sustained commitment have been limited due to program capacity and competing priorities. Additionally, the Nursing Assistant IET has experienced low enrollment, which increases the per-student cost and presents challenges in maintaining financially sustainable class offerings.

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The main lesson we've learned in our ABE program is the importance of intentional, strategic planning when developing IET programs. While we're eager to launch additional IETs, we often don't know which programs are the right fit for our learners or have the partnerships in place to support successful implementation. Developing new IETs requires a clear roadmap that outlines program goals, student supports, curriculum integration, and alignment with workforce needs. Equally important is securing strong buy-in and commitment from partner programs that serve as workforce training providers so that both our adult education team and career and technical programs are fully engaged in supporting student success.

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.

CNM's ABE program follows a structured onboarding process to ensure students are properly placed and supported from the start. Students begin by completing an online admissions application through CNM's Ellucian Banner system, with in-person support available from ABE and Enrollment Services staff at all campuses. Once admitted, students receive a Welcome Letter with instructions for scheduling their initial assessments.

TABE testing is administered early in the onboarding process, typically within the first week of admission. These assessments ensure accurate placement and provide faculty with timely data to inform instruction. After testing, students complete a class preferences form, indicating their preferred course format, days, and times. The Enrollment Services team uses this information to build personalized schedules, which are sent to students via CNM email. Students also pay a \$10 program fee each term to support instructional materials.

Throughout onboarding, students are introduced to CNM's Accessibility Services and have access to college-wide support resources such as Wellness CNM and the food pantry. Optional meetings with ABE Achievement Coaches offer additional support, including goal setting, academic coaching, referrals to tutoring and ESL conversation groups, and guidance on transitioning to CNM certificate or degree programs.

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.

CNM's ABE program is structured to provide high-intensity instruction that supports substantial learning gains. Classes are delivered in five-week sessions, meeting four days per week, to ensure consistent engagement and sustained learning. Each five-week session serves as an instructional cycle, enabling students to complete multiple cycles over the course of the year.

Class sizes are intentionally limited to a maximum of 30 students to foster personalized instruction and meaningful interaction. The program operates on a managed enrollment model, which allows students to begin classes at the start of each instructional cycle. This model enhances instructional continuity, builds classroom community, and supports more cohesive curriculum delivery. Courses are offered both face-to-face and online to accommodate diverse learner preferences, schedules, and access needs, thereby increasing participation and persistence.

The program employs both formative and summative assessments to track learner progress and guide instructional adjustments. This ensures that instruction remains responsive to student needs and aligned with their academic and career goals.

To further support learning intensity, CNM provides a range of supplemental services, including tutoring, study groups, conversation circles, and access to adaptive learning platforms such as ALEKS and Essential Education. These resources offer individualized practice and reinforcement outside of regular class time, contributing to increased learning outcomes and student success.

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

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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.

CNM's ABE program offers a comprehensive system of wrap-around services and instructional supports to help students overcome barriers and achieve academic success. Through partnerships with local agencies, students can access childcare, free bus passes, mental health referrals, and basic needs support such as food pantries, housing assistance, and domestic violence resources via CNM's Wellness program. Accessibility Services provide accommodations and adaptive technologies for students with disabilities, and the Learning and Computer Center offers specialized tutoring for those with learning challenges.

ABE Achievement Coaches support students with career planning, goal setting, and transitions to college or employment. Academic reinforcement is available through tutoring, study groups, and ESL conversation circles, creating a strong support network that complements classroom instruction.

Distance learning is an integral part of the program's flexible instructional model, with classes offered in face-to-face, online, hybrid, and asynchronous formats. All online courses meet Quality Matters standards, and students engage with platforms such as Brightspace, ALEKS, Essential Education, and Ellii for adaptive, interactive learning. To support digital equity, CNM provides loaner laptops, hotspots, and digital literacy training, along with tech support and faculty-designed, engaging online content.

CNM's approach integrates academic, technological, and personal supports to ensure adult learners have every opportunity to succeed—regardless of their starting point or learning environment

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 in CNM's ABE program is aligned with the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS). Curriculum development integrates CCRS-aligned lesson plans, instructional materials, and assessments to ensure consistency and rigor across all levels. For High School Equivalency classes, faculty utilize instructional platforms such as ALEKS, which aligns with CASAS Math Goals and CCRS, as well as Essential Education and ReadWorks (both aligned to CCRS), to deliver standards-based, competency-focused instruction. Ongoing formative and summative assessments are used to monitor student progress and verify mastery of CCRS benchmarks. For ESL classes, faculty use the Ventures Series (six-level, four-skills ESL curriculum), which are aligned to ELPS and CCRS. This alignment ensures that the curriculum supports the development of the language skills necessary for academic and career success.

Faculty also participate in workshops and learning opportunities offered through CNM's Center for Teaching and Learning (CTL), the New Mexico Adult Education Association (NMAEA), and PropelNM. Instructional alignment is further strengthened through collaboration with CNM's credit-bearing programs and career pathways, ensuring a seamless transition for students advancing toward postsecondary education and workforce readiness.

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.

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We ground our instructional design and staff development in research-based frameworks that are proven to support adult learners. Our literacy instruction is rooted in structured literacy and the science of reading, which emphasize explicit, systematic instruction in phonemic awareness, decoding, fluency, and comprehension—critical for adult learners who may have gaps in foundational skills. We also draw on adult learning theories such as andragogy and self-determination theory, which inform our learner-centered approach and our emphasis on relevance, autonomy, and real-world application.

In our ESL program, we intentionally balance communicative language teaching with grammar-based instruction to ensure learners develop both fluency and accuracy. This dual approach supports integration into academic, workplace, and civic life. We are also exploring the use of AI tools to enhance instruction—particularly in ESL and math—by offering personalized, adaptive learning experiences that provide immediate feedback and support digital literacy. These innovations, combined with our commitment to evidence-based practice, ensure that our program remains responsive, inclusive, and effective for the diverse adult learners we serve.

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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.
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.

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.
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.

\$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.

*Costs were paid by NMHED

\$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
42,633	\$12.73	\$542,718.09

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
ABE staff salaries funded by CNM 30% of the director's salary + est. benefits: \$45,458 - ABE achievement coach salary + est. benefits: \$68,318 - ABE technician salary + est. benefits: \$57,932	\$171,708

B. Program Income Activities

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

\$18,390

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
Oxford University Press	\$ 1,952.00
Data Recognition Corporation	\$ 11,241.10
Cambridge University Press	\$ 2,800.00
Red River Press Inc.	\$ 594.55

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