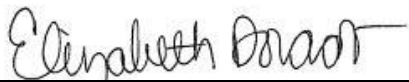


New Mexico Adult Education Local Program Annual Report 2024-2025

Cover Page

Program Name:	Adult Education		
Institution or Organization:	Gordon Bernell Charter School		
Address:	N4th Campus	MDC Campus	Polk Campus
City:	2821 4 th St NW	100 Deputy Dean Miera Dr SW	2220 Raymac Rd SW
County:	Albuquerque	Albuquerque	Albuquerque
Zip:	Bernalillo 87107	Bernalillo 87151	Bernalillo 87105
Main Phone:	505-916-8618		
Website:	Gordonbernell.org		
Social Media:	Gordon Bernell Charter School		
Workforce Region(s) Served:	WCCNM - Central New Mexico		
New Mexico Counties Served:	Bernalillo		
Submission Date:	9/8/25		
Program Director, Manager, or Coordinator Name and Title:	Beth Dorado		
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Alternate Contact Name and Title:			
Contact Information:	Phone(s):		
	Email:		



Signature of the Chief Executive Officer or Designee

9/8/25

Date

Elizabeth Dorado, Director

Typed Name and Title

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Section I. Program Narrative Report

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

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

Gordon Bernell Charter School's Adult Education Program provides services under WIOA Title II designed to support adults in achieving educational, workforce, and personal goals. Our student population includes incarcerated and formerly incarcerated individuals, adults without a high school diploma, and learners seeking to strengthen academic and workforce readiness skills in order to transition successfully to employment, training, or postsecondary education. We offer programming inside the Bernalillo County Metropolitan Detention Center, at our N4th campus and at Polk Middle School down in the far south valley.

The program implements allowable activities from WIOA Sec. 203, including:

Adult education to help learners attain a high school diploma or equivalent, build foundational academic skills, and prepare for postsecondary pathways.

Literacy instruction to strengthen reading, writing, math, and problem-solving skills needed to function effectively in work, family, and community roles.

Workplace adult education and literacy activities that integrate academic skills with workforce preparation and occupational training in areas such as construction trades, hospitality, and other high-demand sectors.

Workforce preparation activities that build digital literacy, critical thinking, self-management, and career navigation skills essential for postsecondary and workforce success.

Integrated education and training (IET) programs that combine academic instruction, workforce preparation, and occupational training concurrently and contextually to support credential attainment and employment.

Together, these services create multiple on-ramps to career pathways and provide opportunities for students to engage in meaningful learning that is directly connected to their future goals.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them.** If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

At the close of SY25, Gordon Bernell experienced significant staff turnover. We lost 1.5 FTE instructors, our Career Development Coordinator retired, and our Adult Education Coordinator resigned. To stabilize programming, a high school teacher transitioned into adult education, we hired a new 1.0 FTE instructor and a 0.5 onboarding specialist, and secured a grant to add a 1.0 Pathway Navigator focused on transitions and wraparound resources.

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The most impactful change was the loss of Anny, whose departure represented a considerable setback for our team. Before she left, she implemented several impactful changes to the program. We piloted alternative placement for HSE and she found great success, although it required significant efforts that will be difficult to sustain in her absence. Additionally, she introduced our community programs to Essential Education, which was well received by teachers and students.

In addition, at the end of the fiscal year, we lost the grant that funded night school but were able to preserve this offering by reallocating operational funds. At MDC, we are also planning to expand access to IET programs beyond the school pod, a key step in aligning corrections education with workforce readiness opportunities.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2025-2026 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

All programs currently require in-person attendance, though our instructional model often takes the form of study hall-style settings where students receive individualized tutoring and supports rather than traditional stand-and-deliver classes. Each campus is working toward a more balanced schedule that includes group-directed learning experiences, though new staffing and partnerships have slowed this evolution.

To expand learning beyond the classroom, all community-based students are enrolled in Essential Education and encouraged to continue their work from home. NRS participants may check out Chromebooks and hotspots to support hybrid access. At MDC, tablets are now available in the pods for online learning outside of class, and we are in the process of securely integrating Essential Education into that platform. Looking ahead to 2025–2026, we are especially excited to implement the Essential Education digital literacy course across sites. Increasing access to devices, platforms, and digital literacy opportunities directly advances our commitment to equity for all learners.

4. List and provide a **brief** description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

Our program benefits from a wide range of formal partnerships, each governed by an MOU that outlines roles and expectations. These collaborations extend educational services, wraparound supports, workforce pathways, and transition resources for our students.

Education and Program Infrastructure

- Gordon Bernell Charter School – Umbrella organization providing braided funding streams to sustain adult education.
- Bernalillo County – Provides classroom space at MDC and access to incarcerated students through a lease agreement paid through in-kind services offered.
- Polk Middle School – Provides evening classroom space to sustain night school programming.

Workforce Development and Career Pathways

- Workforce Connection of Central New Mexico (WCCNM) – Collaborates to align adult education with workforce development services, referrals, and training opportunities.

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Transition and Reentry Supports

- Bernalillo County Behavioral Health Initiative – Funds a Pathway Navigator position to deliver structured casework and peer services.
- New Mexico Sentencing Commission – Offers short-term housing vouchers for students releasing without a safe housing plan.
- Millions for Prisoners – Supports student transitions and reentry services (informal)

Wellness and Basic Needs

- Golden Foundation – Provides AA/NA groups and housing support.
- Three Sisters Kitchen – Provides food boxes with fresh, local produce.
- Working Classroom – Offers art, writing, and wellness programming.

Together, these partnerships create a comprehensive support network that strengthens persistence, equity, and successful student outcomes.

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?

For SY24–25, our Professional Learning (PL) priorities were: (1) aligning instruction with CCRS through lesson planning, (2) strengthening meaningful advisement strategies, and (3) improving the quality of math instruction. These priorities were addressed through staff participation in webinars, conferences, and collaborative PLCs. The transition to Essential Education is still underway, but it has already begun to move us away from high school curriculum materials and toward better-aligned adult education content.

- 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?

The most impactful experiences included training on motivational interviewing and the development of advisory tools for student goal-setting. These sessions provided concrete strategies that instructors immediately applied in advisories, helping to make ILPs more student-centered and actionable. Additionally, collaborative planning sessions using Essential Education resources supported instructors in designing CCRS-aligned lessons more effectively.

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

One notable success was restructuring PLCs so that each instructor was grouped with a peer who felt more confident in teaching math. This pairing increased comfort, participation, and the collective capacity to improve math instruction, an identified growth area. At the same time, turnover and the ongoing transition to Essential Education slowed implementation, making it challenging to reach full consistency across campuses.

- d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?

Overall, our program successfully implemented the NMHED-AE Professional Learning Policy and met expectations for staff participation. Moving forward, we would benefit from targeted training and technical

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assistance with using Essential Education data to plan interventions and group lessons, so that instructional decisions are closely tied to learner progress. We also see a continued need for ongoing support in onboarding new staff into the field of adult education, given frequent turnover and the unique demands of our program. Finally, we deeply value the communities of practice and statewide opportunities to engage across organizations, which have been consistently impactful, and we encourage their continued expansion as a way to strengthen collective capacity across New Mexico's adult education system. Events like the IET Institute and CPI convening are especially helpful.

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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)	184
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	187
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE)	26.6%
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	52

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%	67%	63%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	N/A	67%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	48%	63%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	41%	63%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$5017	\$6161

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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.

Defining retention at the 12-hour mark, when students become NRS-eligible. Each year, a large number of individuals express interest in our program but never complete the onboarding process or accrue sufficient hours to qualify for enrollment in LACES. To manage this, the previous coordinator maintained a practice of tracking prospective students outside of LACES and only entering them once they were close to the 12-hour threshold.

This approach allowed for greater confidence that students recorded in LACES would reach eligibility, but it also introduced complexity. Running multiple data systems in parallel created challenges for consistent record-keeping and limited our ability to capture insights about those who disengaged earlier in the process. At the same time, it presented an opportunity: by following prospective learners across systems, we can begin to identify patterns, refine our onboarding, and improve follow-up with students who might otherwise be lost before reaching NRS status.

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below the 60% required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

Our program's post-testing rate for PY24–25 was 26.6%, well below the state's required 60% threshold. We are grateful for the negotiated agreement that allows incarcerated students to be tested at 30 hours instead of 40, recognizing the realities of our setting. In a county jail, even more so than in prison, students may be transferred out of the education unit or released from the facility with little or no notice, making it difficult to mitigate loss before a post-test can be administered. Even with consistent oversight, these disruptions contributed to significant gaps.

In the community, persistence remains difficult, and quarterly reports from the previous coordinator consistently expressed concern about our program's post-testing rates. At the same time, she acknowledged that post-testing was not our highest priority, as the program placed greater emphasis on alternative placement and other measurable skill gains.

Looking forward, new staff face the challenge of managing multiple data points across systems while ensuring accurate tracking of student progress. Despite these obstacles, there is a concerted effort to identify eligible students early and administer post-tests as quickly as possible to improve rates in the coming year.

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.

Our program exceeded both the negotiated levels of performance and the state goals in all areas for PY24–25.

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Measurable Skill Gain (MSG): Our rate was 63%, surpassing both the negotiated level (40%) and the state goal (56%). This reflects the impact of integrating Essential Education, targeted advisory supports, and alternative placement options.

Credential Attainment Rate: At 67%, we significantly outperformed the negotiated level (31%) and the state goal (43%). Strong advising and structured transitions to HSE testing supported this outcome.

Employment Second Quarter After Exit: At 63%, our performance exceeded both the negotiated level (41%) and the state goal (44%). This increase reflects a growing emphasis on workforce preparation and stronger referral networks.

Employment Fourth Quarter After Exit: Our rate of 63% was well above the negotiated level (41%) and the state goal (45%), demonstrating sustained employment outcomes for participants.

Median Earnings Second Quarter After Exit: At \$6,161, we exceeded both the negotiated level and the state goal of \$4,600, as well as our own prior year's performance (\$5,017). This suggests participants are not only entering the workforce but securing higher-wage positions.

The notable growth achieved this year can be attributed to the strong leadership, oversight, and high level of follow-up provided by the previous coordinator. Looking ahead, we are concerned about maintaining this level of effectiveness as new staff step into these responsibilities, and recognize the need for continued training, support, and close monitoring to sustain these gains.

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

While our program exceeded negotiated levels and state goals across all indicators, our post-testing rate fell well below the required 60%. To address this, we are rebuilding and strengthening the systems of oversight that were effective under the previous coordinator so that new staff can return to clear processes and expectations. We acknowledge that we dropped the ball in providing this structure during the transition, which made it difficult for new team members to maintain consistency.

A renewed commitment to post-testing is central to this effort. Staff will receive ongoing training to better understand post-testing requirements, timelines, and data entry, and we are embedding early identification and follow-up practices into onboarding and advising.

We are also encouraged by the addition of a new grant-funded Pathway Navigator dedicated to adult education. We anticipate that the added peer support, structured case management, and direct connection to resources will help reduce barriers to persistence, enabling more students to remain engaged long enough to complete post-testing.

Although we expect performance in Q1 may dip as new staff adjust, we are optimistic that with clear systems, consistent training, and enhanced student support, we can steadily improve post-testing outcomes and sustain the overall growth achieved in other performance measures.

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

Over the past three years, the program has shown consistent improvement across key performance measures, culminating in strong outcomes for PY24–25. Credit for this growth belongs to the previous coordinator and the current data technician, whose leadership, oversight, and persistence built a solid foundation of systems and practices that elevated both instructional and student success.

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The organization retains the high-level knowledge and capacity gained through this experience, but many of the logistics and day-to-day practices specific to Anny must now be rebuilt in alignment with the preferences and styles of new staff. This transition introduces risk, and we recognize that outcomes in the early part of the coming year may dip as systems are reestablished.

Maintaining the progress of recent years will require intentionality. Ongoing training, deliberate coaching, and a concerted effort to embed effective practices into the routines of new staff will be critical to sustaining high outcomes. With focused attention, we are confident that the systems built over the last three years can be adapted, renewed, and carried forward to keep performance strong.

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. **Be specific.** Describe strategies you intend to use in the coming year to promote continuous improvement.

Our program is committed to using data as a tool for continuous improvement. To support this, we have established twice-monthly meetings with all stakeholders. In the early months of PY25–26, these meetings have focused on reaffirming standard operating procedures to ensure new staff have a clear understanding of expectations and systems. As the year progresses, the meetings will transition into structured data review sessions, where staff will analyze enrollment, persistence, and performance outcomes to identify trends, address gaps, and plan targeted interventions.

This regular rhythm of data-informed discussion is designed to build confidence among new staff, promote accountability, and create a shared culture of continuous improvement across all campuses.

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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	<i>Average</i> FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	306	\$570	\$1.80
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	201		\$0
Referrals to and coordination of activities with other programs and services.	Career Service	53	\$5035	\$95
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	20		\$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	33		\$0
Total:			*	
Integrated Education and Training (IET) programs	Training Service	30		\$0

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

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

Our program has actively partnered with the Workforce Connection of Central New Mexico (WCCNM) and local One Stop staff to strengthen career development opportunities for students.

During SY25, a representative from WCCNM Career Services came regularly to meet with students by appointment in our Career Development Center, providing direct access to job search, training, and employment resources. Although staffing changes at WCCNM ended the regular visits late in the year, we are hopeful this practice will be reinstated.

In addition, WCCNM included Gordon Bernell Charter School in events they hosted, and their staff interacted with ours to share information and strengthen understanding of collaborative initiatives.

Looking ahead, our new Pathway Navigator will provide additional capacity to maintain strong communication and student referrals while we work with WCCNM to restore on-site support.

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?

Our adult education services align closely with key strategic initiatives identified in the WCCNM's 2024–2027 Local Workforce Development Plan, ensuring we support regional workforce development goals.

Career Pathway Development & Co-enrollment

WCCNM's plan emphasizes career pathways, stackable credentials, and integration with education providers to build pathways into in-demand industries – such as healthcare, construction, manufacturing, and IT. Gordon Bernell Charter School supports this by embedding workforce preparation into our programs, launching IETs designed to get participants into entry level positions in the workforce quickly and leveraging formal partnerships—including with WCCNM and referral networks to connect adult learners with training opportunities that align with regional sector strategies.

Supportive Services Coordination

The plan highlights the importance of supportive services—including transportation, childcare, and technological access—to remove barriers for low-income, basic-skills deficient individuals. Our program responds by offering structured pathway navigation, housing options, food support, and wellness programming, ensuring our students are positioned to pursue education and work readiness with fewer obstacles.

Integrated Service Delivery & Shared Infrastructure

The WCCNM plan outlines goals of streamlined referral systems, shared data tracking, and strengthened coordination across WIOA core partners. We align by utilizing their referral system

What's Working Well:

Formal agreements and shared programming with WCCNM, coupled with our own robust wraparound support network, help ensure learners access sequential and relevant training options that align with high-demand

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industries. Our Pathway Navigator embeds across systems, facilitating co-enrollments and enabling smoother transitions into workforce services and credentialing.

Biggest Challenges:

While WCCNM's plan calls for unified referral systems and shared data platforms, gaps persist between our adult education systems and the broader WIOA infrastructure.

Building the kind of integrated tracking and shared reporting envisioned by the LWDB remains a work-in-progress, particularly as we onboard new staff to navigate multiple platforms.

By continuing to strengthen coordination with WCCNM, deepen engagement with aligned industry sectors, and build capacity around shared data systems, we are committed to aligning more completely with the Central Region's LWDB plan and advancing adult learners toward sustainable workforce success.

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

30
4. Enter MSG rate of your IET participants.

16%
5. Discuss successes, challenges, and lessons learned from IET programming this year.

50%

This year, the Integrated Education and Training (IET) program was successfully implemented in our corrections setting. Participants demonstrated consistent attendance, engagement, and progress. The structured environment supported strong retention and allowed us to effectively blend basic education with workforce preparation and occupational skills. The program offered incarcerated individuals meaningful opportunities for reentry preparation, aligning with broader rehabilitation goals.

However, the corrections environment also posed challenges, including frequent lockdowns and disruptions when students were removed from the school pod by jail staff. These issues limited access to learners, interrupted instruction, and required flexibility from instructors.

Efforts to expand IET into the community also faced obstacles. While several individuals signed up, none ultimately attended. Barriers likely included limited program awareness, transportation issues, scheduling conflicts, and a lack of perceived urgency or value. Building trust and visibility in the community takes time and may have been underestimated in this initial rollout.

Although we were unable to launch the full IET program in the community, some students still benefited by completing OSHA and CPR/First Aid training and earning certifications in those areas—important steps toward workforce readiness.

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Section VI. Curriculum and Instruction

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

In the community, onboarding is conducted quarterly, with two-week enrollment windows opening in July, October, January, and March. All prospective students begin with the HiSET OPT; those for whom alternative placement is not appropriate then complete the TABE assessment.

At MDC, available spots in the school pod are filled monthly. GED Ready vouchers are used to screen eligibility for alternative placement, streamlining the assessment process and reducing testing barriers.

Following onboarding at all campuses, students meet with an advisor to set academic and career goals. As needed, students are also connected to the Pathway Navigator for support with transitions, case management, and access to wraparound resources.

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

Our program provides a structured schedule designed to support sufficient intensity and frequency of instruction across sites.

Community – N4 Campus: On-campus, in-person support is available Mondays and Wednesdays from 10:00 a.m. to 7:00 p.m., with a staff transition at 4:00 p.m. to extend access into the evening.

Community – Polk Campus: Night classes are held Tuesdays and Thursdays from 5:00 to 8:00 p.m., providing additional access for working adults.

MDC Campus: Classes are offered Monday through Thursday from 8:00 a.m. to 12:00 p.m. for both men and women. Students are grouped into two cohorts: one focused on GED readiness, and another in the foundation-level "bridge class" designed to build skills prior to HSE preparation.

This schedule ensures that learners at all campuses have consistent, repeated opportunities for direct instruction, academic support, and skill development.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

Our program provides a range of supports designed to reduce barriers to learning and promote student persistence. Students in the community may check out technology, including Chromebooks and hotspots, to ensure equitable access to online learning and digital resources.

Advisors and the Pathway Navigator work closely with students to address barriers and support transitions, offering structured case management and direct connections to resources such as transportation, employment referrals, and wellness supports. In addition, we are able to connect students to housing vouchers through our

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partnership with the New Mexico Sentencing Commission, helping those at risk of homelessness stabilize and continue their education.

Students also benefit from targeted workforce and career services, including guidance provided through our Career Development Center. Together, these elements provide multiple layers of support, ensuring students are not only able to enroll but also to persist and succeed in their educational and career goals.

4. **Describe precisely how your program aligns instruction to the College and Career Readiness Standards (CCRS) and/or the English Language Proficiency Standards (ELPS).** Please include information on required curriculum and resources available to support instruction and the implementation of CCRS/ELPS. If you do not align your curriculum and instruction to these standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.

Our program aligns instruction to the College and Career Readiness Standards (CCRS) through the adoption of consistent, standards-based curriculum at all sites. In the community, we have adopted Essential Education as our primary instructional platform. Essential Ed provides structured GED preparation, workforce readiness modules, and digital literacy content, all mapped to CCRS. It allows instructors to design individualized and group lessons that are standards-aligned while also tracking student progress toward measurable outcomes.

At MDC, instruction is grounded in CCCR GED preparation materials, which provide clear alignment to CCRS and support both the GED-ready cohort and the foundation-level bridge class. These resources ensure that incarcerated learners are developing the skills necessary for high school equivalency attainment and future educational or workforce transitions.

By centering instruction on these core resources, the program ensures coherence, fidelity to standards, and equitable preparation for all learners across campuses.

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.

Our program design and instructional practices are informed by several key frameworks. First, we emphasize the importance of data-driven decision making—knowing the data needed, understanding the steps to obtain it, and using it to guide interventions and program improvements. This approach ensures that instructional and operational choices are grounded in evidence.

Second, we use motivational interviewing as the foundation for our advisory model. This framework supports student-centered goal setting, builds intrinsic motivation, and strengthens persistence by fostering meaningful relationships between students and advisors.

Finally, our instructional practices draw on principles of backward planning and evidence-based student engagement strategies. By starting with desired outcomes, instructors design lessons that are both standards-aligned and responsive to learner needs, while engagement strategies ensure students remain active participants in their learning process.

Together, these frameworks shape how we design programming, deliver instruction, and support students in achieving their goals.

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

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

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

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

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B). **134**
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). **63%**
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.

Opportunity and access are central to our corrections education programming. We know that relationships matter, and consistent, supportive interactions with instructors and staff are key to student engagement inside the facility. The presence of a GED testing center on site increases the relevance and immediacy of learning, allowing students to see clear connections between their studies and credential attainment.

We maintain a strong relationship with the Department of Corrections to support smooth transitions, ensuring that students leaving MDC have opportunities to continue their education if transitioning to prison. Learners are strongly encouraged to enroll at our N4th or Polk campuses upon release to maintain momentum if transitioning to the community

To support these transitions, students may also access housing vouchers through our partnership with the New Mexico Sentencing Commission and are connected with our Pathway Navigator for case management and peer support. These resources help reduce barriers during reentry and increase the likelihood that students will persist in their educational and career pathways after 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.

Our greatest challenges in the corrections setting stem from the unique instructional environment and the staff capacity it requires. Lockdowns, pod transfers, and sudden releases disrupt instruction regularly, and staff must adapt quickly while still meeting program and assessment requirements. This calls for a specialized skill set that is not easily transferable from community-based teaching.

We would benefit from professional development tailored to corrections education, including training on trauma-informed instruction, classroom management in secure facilities, and strategies for maximizing short instructional windows. In addition, technical assistance with data tracking and documentation specific to high-turnover populations would strengthen our ability to capture outcomes consistently when students exit unexpectedly.

We also appreciate the support provided to run the GED testing center smoothly inside MDC and recognize that continued assistance in this area is essential. Finally, we value ongoing technical assistance from NMHED in understanding mandates and applying best practices in the corrections setting. These supports help ensure that staff can maintain compliance while maximizing learning opportunities for incarcerated students.

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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. \$5605
2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well. \$0
3. Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0	0	\$0

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

Total hours contributed	Fair Market Value per Hour	Total
0	0	\$0

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

Total hours contributed	Fair Market Value per Hour	Total
300	School boards are voluntary	\$0

6. Please indicate total fair market value of donated supplies and materials. (e.g., books). \$0
7. Please indicate total fair market value of donated equipment. \$0
8. Please indicate total fair market value of donated IT infrastructure and support. \$0

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
6,000 sq ft at N4th 4,000 sq ft at MDC 500 sq ft at Polk 10,500 total at 3 campuses	\$19 (per google search summary)	\$199,500

Alternate option:

Please indicate institution's building renewal and replacement allocation

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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
APS Grant (Adult Ed0	\$66,000
Pathways Grant	\$93,000
Community School Grant	\$150,000
Perkins 5	\$7,100
NM Sentencing Commission	\$50,000

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2024-2025 fiscal year. \$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
	\$0

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Appendix: Career and Training Services

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

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

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

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

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

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