



State of New Mexico Higher Education Department Adult Education Division

Program Annual Report Preparation Guidelines and Reporting Template

2024-2025

Please **email** reports in PDF form to:

adult.education@hed.nm.gov

**Reporting Deadline
September 8, 2025**

**(Please email your reports to adult.education@hed.nm.gov no later than
5:00 p.m. on the due date.)**

Annual Program Report 2024-2025

Please note: You **must** complete every section of this report template. If you do not fully complete any section listed below, the report will be returned to you for completion and resubmission. Failure to complete any section jeopardizes our ability to do time-sensitive reporting to state and federal oversight bodies.

Checklist:

- ☐ Complete Cover Page with Signatures
- ☐ Complete Section I (Program Narrative)
- ☐ Complete Section II (Student Data)
- ☐ Complete Section III (Evaluation of Program Effectiveness)
- ☐ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☐ Complete Section V (Career Pathways Activities)
- ☐ Complete Section VI (Curriculum and Instruction)
- ☐ Complete Section VII (IELCE- **Only Complete if Applicable**)
- ☐ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- **Only Complete if Applicable**)
- ☐ Complete Section IX (Fiscal Survey)

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NMHED AE Division provides this template and guidelines for local programs to report 2024-2025 program year information. The annual reporting process helps the NMHED AE Division aggregate program information for reporting to the U.S. Department of Education and to state entities.

General Instructions:

Please read the following instructions carefully before beginning to write your report.

1. Please answer the **full** question that is asked. If a question has sub-questions or multiple questions in the item, answer each question. We ask questions in most cases because we must report this information to the federal government in the coming months. If you don't answer part of a question, then we can't fulfill our reporting obligations and will have to request that you immediately complete the form.
2. Do not skip any section. If you skip any section, we will return your report to you and ask you to complete it, get it signed again, and resubmit.
3. Type your report and use **single spacing** in your narrative responses.
4. While we require your answers to be complete, we ask that they also be concise. We are looking for information pertinent to the question, but we don't need sections cut and pasted from your application or other sources. Answering in a concise manner benefits you (not so much writing!) and benefits us (not so much reading!) We use these reports a lot throughout the year and need to be able to find the key information quickly.
5. You do not have to attach NRS tables.
6. You do not have to attach your MOU/IFA with your local workforce board.
7. As you write, please keep in mind that we post these reports publicly on the HED website.
8. Please meet the deadline of **September 8**. Shortly after that, we start our reporting to OCTAE and NRS.

**(Please remove these instructional pages when submitting your final report.
Your submitted report should begin with the signed cover page, below.)**

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Annual Program Report Cover Page

Program Name:	Academic and Career Engagement (ACE) Center	
Institution or Organization:	San Juan College	
Address:	4601 College Blvd.	
City:	Farmington	
County:	San Juan	
Zip:	87402	
Main Phone:	505-566-3270	
Website:	https://sanjuancollege.edu/acecenter	
Social Media:	https://www.facebook.com/acecentersjc	
Workforce Region(s) Served:	Northern	
New Mexico Counties Served:	San Juan	
Submission Date:	9/4/2025	
Program Director, Manager, or Coordinator Name and Title:	Jennifer Martinez – Maestas, Director of Adult Education	
Contact Information:	Phone(s):	505-566-3946
	Email:	martinezj@sanjuancollege.edu
Alternate Contact Name and Title:	Vanessa Bedonie, Data Management Analyst	
Contact Information:	Phone(s):	505-566-4220
	Email:	bedoniev@sanjuancollege.edu

x



Signature of the Chief Executive Officer or Designee

9/11/2025

Date

Edward DesPlas, Executive Vice 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.

WIOA Title II - Adult Education and Family Literacy Act (AEFLA)

The Workforce Innovation and Opportunity Act (WIOA) Title II supports adults in developing literacy, employment skills, and self-sufficiency. It also empowers parents to engage in their children's education and improve overall quality of life. Services provided under WIOA Title II include:

- Adult Education (AE): Basic skills in reading, writing, and math.
- Adult Secondary Education (ASE): High school equivalency preparation.
- English Language Acquisition (ELA): English skills in reading, writing, speaking, and listening.
- Integrated English Literacy and Civics Education (IELCE): English proficiency with civics and citizenship education.
- Family Literacy Programs: Joint learning opportunities for parents and children.
- Workplace Literacy: Collaboration with employers to improve workforce skills.

The ACE Center at San Juan College

The Academic and Career Engagement (ACE) Center offers accessible, career-focused, and innovative courses for individuals seeking:

- High school credentials
- College readiness
- Basic academic and digital literacy
- English Language Learning (ELL)
- Family literacy support

Our programs serve a wide range of adult learners:

- Non-traditional Students: Returning for high school completion or college prep.
- English Language Learners: Non-native speakers aiming to improve English proficiency.
- Adult Learners: Seeking to enhance academic or digital skills for work or personal goals.
- Parents and Families: Supporting their children’s education through adult learning.
- Career-focused Individuals: Gaining new or improved skills for employment.
- Digital Natives & Non-natives: Building digital literacy across all age groups.

The ACE Center continually adapts to meet student needs and workforce demands, ensuring lasting impact and relevance.

Student Population

As evidenced in Table 4, 95% (320 ABE students) of ACE Center students read at or below a fifth-grade level (ABE 1- 3), with 72% (242 ABE students) reading at or below a third-grade level (ABE 1-2).

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As shown in Table 4, 68% (40 ESL students) of ESL learners at the ACE Center are functioning within ESL levels 1–3 according to the National Reporting System (NRS) proficiency descriptors. Notably, 53% (31 ESL students) are functioning at the lowest proficiency bands, specifically ESL levels 1–2.

To clarify:

- ESL Levels 1–3 encompass Beginning ESL Literacy through Low Intermediate ESL, indicating that these learners are developing foundational English skills such as understanding basic vocabulary, phrases, and simple sentence structures, as well as limited listening and speaking abilities in familiar contexts.
- ESL Levels 1–2, the lowest levels, represent students who may:
 - Have minimal or no literacy in English (and possibly limited literacy in their native language),
 - Understand and produce very limited spoken and written English,
 - Need support with basic communication tasks, such as greetings, identifying common objects, or completing personal information forms.

This data represents the importance of tailored instructional strategies and resources that address the needs of learners in the early stages of English language acquisition.

Meeting the needs of these learners is a defining challenge for our program. Low literacy and minimal English language students are often overlooked, yet their perseverance deserves both recognition and tailored support. Literacy is more than a skill; it is a gateway to opportunity, participation, and independence.

These students often face deep-rooted socio-economic barriers, learning disabilities, and limited access to resources. Budget constraints and staffing shortages make specialized instruction difficult, yet essential. Creating a safe, judgment free learning space is key to keeping them engaged.

Despite the challenges, our unwavering commitment ensures every student has a real chance to succeed.

NRS Data	# of NRS Eligible Students
ABE 1	29
ABE 2	213
ABE 3	78
ABE 4	18
ABE 5	0
ABE 6	0
Total	338

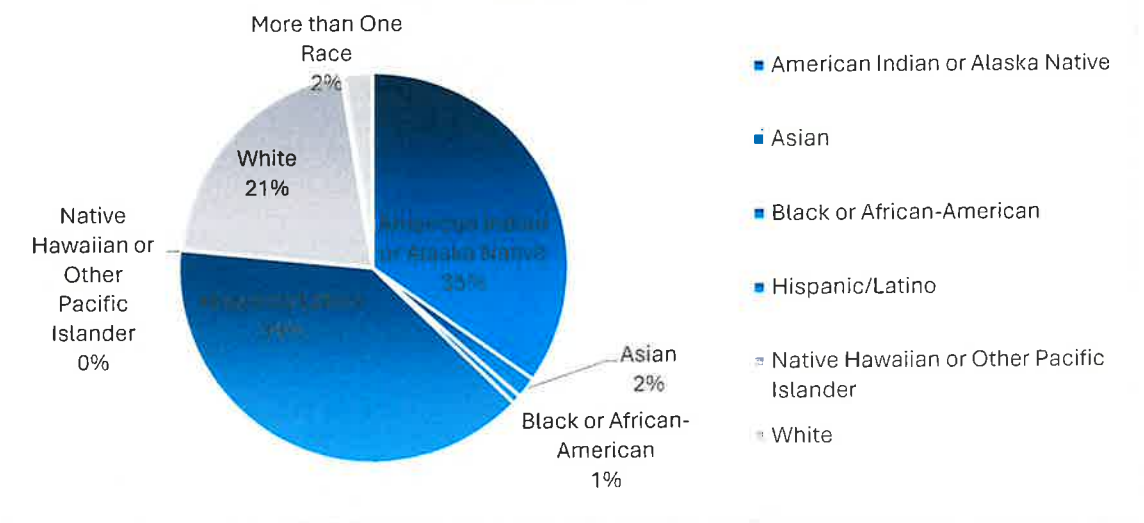
**TABLE 11 & 12
READING**

NRS Level	Grade Range Guideline	Grade	Scale Score Range
1	K–1	K	300–371
		1	372–441
2	2–3	2	442–471
		3	472–500
3	4–5	4	501–518
		5	519–535
4	6–8	6	536–549
		7	550–562
		8	563–575
5	9–10	9	576–596
		10	597–616
6	11–12	11	617–709
		12	710–800

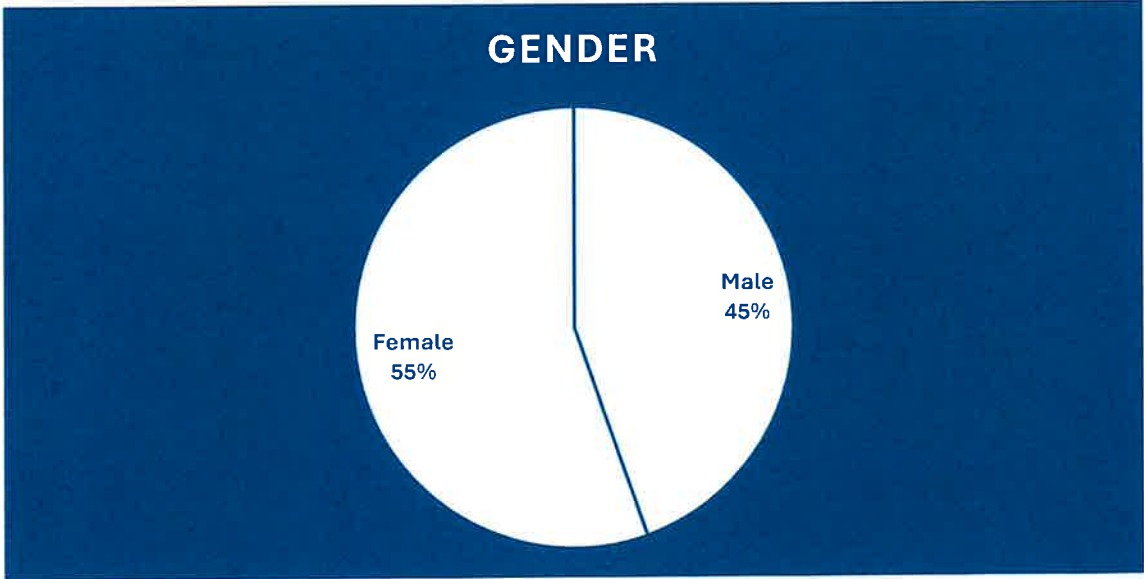
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NRS Data	# of NRS Eligible Students
ESL 1	23
ESL 2	8
ESL 3	9
ESL 4	10
ESL 5	6
ESL 6	3
Total	59

Ethnicity



GENDER



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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.

We have continued to address staffing challenges by refining our approach to recruitment and professional development. This year, our priority has been on attracting and retaining quality staff for both Instructor and Academic Coach positions. The two-tiered structure introduced last year, allowing us to hire instructors with either a bachelor's or master's degree, has helped us fill critical vacancies at the ACE Center.

However, with this expansion has come a renewed emphasis on quality training and professional learning. To ensure staff are fully equipped to meet student needs, the Director has provided intensive training and ongoing support. While this has been vital in maintaining high standards of instruction and coaching, it has also required a significant investment of time and energy, occasionally limiting opportunities to focus on broader strategic growth.

Moving forward, our commitment remains clear: to build a strong team of qualified, well-trained educators and coaches whose professional development directly strengthens the success of ACE Center programs.

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?

The ACE Center continues to provide a range of learning opportunities to meet the diverse needs of adult learners. Face-to-face classes remain the most highly attended and preferred format, but we have also expanded asynchronous and fully online distance learning to better serve students balancing education with work and family responsibilities. Across all courses, technology is integrated into instruction so that learners gain essential digital literacy skills alongside academic content.

In the 2025–2026 program year, the ACE Center plans to introduce and expand hybrid and HyFlex models to offer students greater flexibility in choosing how they attend classes. We also intend to broaden our distance learning options, provide additional professional development for instructors on digital teaching strategies, and strengthen online student supports such as tutoring and advising. A continued focus on equity will guide these efforts, including expanded access to loaner devices, affordable internet options, and tailored digital literacy assistance.

By combining strong in-person instruction with expanded online and hybrid opportunities, the ACE Center is committed to ensuring that all adult learners, regardless of background, location, or access to technology, have the tools and support needed to succeed.

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

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mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

Our program maintains strong partnerships that enhance adult education, literacy activities, and support services:

- Northern Area Local Workforce Board (Formal – MOU): Coordinates workforce development and adult education services through an MOU, supporting co-enrollment, training alignment, and shared resources.
- America Job Center of San Juan County (Informal, Strong): Provides referrals, job readiness support, and employment opportunities through regular collaboration.
- TRIO Educational Opportunity Center (Informal): Offers guidance on postsecondary education, financial aid, and career exploration for adult learners.
- Other Community Partners (Informal): Includes local organizations, libraries, and service agencies that provide wrap-around support such as transportation assistance, digital literacy, and community resources.

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?

PL Priorities 2023–2024 and Progress

In 2023–2024, the ACE Center's professional learning plan emphasized a comprehensive set of high-impact priorities: Intensive Coaching and Intrusive Advising, Trauma-Informed Teaching and Learning, Student-Centeredness through the Caring Campus initiative, Data-Driven Decision Making, Culturally and Linguistically Relevant Teaching, Social Emotional Learning, Brain-Based Teaching Methods, Technology Integration, and specialized IET training.

Each week, the team engaged in a four-hour intensive professional learning community (PLC) session, with all staff compensated for participation. Collectively, the team dedicated a minimum of 80 hours to these PLC activities, collaboratively facilitated by staff. Beyond internal sessions, the team participated in national and regional professional learning opportunities including COABE, MPAEA, IET Institute, NCPN, NMAEA Teacher's Institutes, and PAACE conferences.

Looking Ahead to FY26

Building on this foundation, the ACE Center will expand its PLC focus to include two new high-impact practices: Differentiation and Effective Classroom Management, paired with a stronger emphasis on Technology Integration. These additions will deepen instructional effectiveness and further align our professional learning with student success goals.

- 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 professional learning (PL) experiences at the ACE Center have continued to focus on high-impact priorities such as Intensive Coaching and Intrusive Advising, Trauma-Informed Teaching and Learning, Student-Centeredness through the Caring Campus initiative, Data-Driven Decision Making, Culturally and Linguistically Relevant Teaching, Social Emotional Learning, Brain-Based Teaching Methods, Technology Integration, and specialized IET training.

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This year, our Professional Learning Community (PLC) has emerged as the most impactful structure for professional growth. The PLC serves as a combined leadership model that engages both staff leaders and content experts in building capacity across the entire team. By sharing leadership responsibilities and centering collaboration, the PLC has fostered deeper engagement, stronger accountability, and greater consistency in instructional and support practices. This model has created a culture of impactful leadership that directly strengthens the delivery of services to students.

Each week, the entire team participates in a four-hour intensive training session within the PLC, with all participation compensated. Collectively, the ACE Center team commits a minimum of 80 hours annually to PLC-driven professional learning, ensuring that professional development is not only ongoing but also deeply embedded in daily practice. These sessions are collaboratively led, giving every staff member the opportunity to both learn from and contribute to the expertise of their colleagues.

Additionally, participation in adult education conferences and trainings—such as the AE Conference—continues to provide valuable opportunities for networking and learning from professionals nationwide. These external experiences complement the PLC model by introducing new perspectives, innovations, and best practices that we then adapt to fit the unique needs of our program.

Overall, the integration of the PLC model with targeted professional development initiatives has significantly influenced program practice by cultivating shared leadership, enhancing instructional quality, and creating a stronger culture of continuous improvement.

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

Our key successes include benchmarking the top programs nationwide and engaging with them through direct collaboration, site visits, and networking. A cornerstone of this work is our robust ACE Center PLC system, which focuses on high-impact practices that strengthen the quality of instruction and directly improve performance outcomes.

The ACE Center fully supports the professional learning policy and requirements set forth by the NMHED AE Division. This policy requires AEFLA-funded programs to provide quality professional learning systems and opportunities, and our PLC model is central to fulfilling this mandate. Through ongoing shared learning, reflection, and application of proven strategies, we create a culture of continuous improvement that aligns with state expectations and elevates instructional quality.

An area of continued opportunity is to expand investment in professional learning for the people who support students every day. When faculty and staff have access to meaningful professional growth, whether through our PLC system, targeted workshops, or national learning networks, they are better equipped to innovate, respond to emerging student needs, and sustain high-impact practices.

Professional learning is directly tied to student success: by supporting the growth of our team, we ensure they have the tools, creativity, and confidence to deliver high-quality instruction and the highest levels of support. This not only keeps the ACE Center among the top performers nationwide but also strengthens our ability to expand access, close equity gaps, and provide transformative student experiences. Supporting the people who support students is ultimately the most effective way to secure long-term success for both our institution and our learners.

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

We successfully implemented the NMHED AE Professional Learning Plan and enhanced it by dedicating substantial time to professional development through weekly PLC sessions, as well as conference and program review participation. All time is compensated, and the learning provided is high-quality, grounded in the latest research and best practices in adult education. We are well-prepared to continue our professional growth and have the resources needed to make the coming year another success.

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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)	397
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	59
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	71.54%
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	

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%	74.26%	88.22%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	100%	N/A
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	51.11	49.86
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	53.24	47.56
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	3,839.59	4,111.44
Retention Rate To calculate the retention rate, you need to take the number of NRS participants from, say, Table 4 and divide by the sum of NRS and non NRS participants (from Table 2a). So, the formula is NRS/(NRS + non-NRS)			85.29%	87%
Number of Graduates			127	214

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.

We are proud to share that the ACE Center has seen an increase in student retention, moving from 85.29% in FY 24 to 87% in FY 25. This improvement reflects the impact of the high-impact practices we employ to support student success.

A central component of this progress is our Intensive Coaching process, which is intentionally designed to front-load support and provide students with ongoing guidance throughout their journey. By focusing on barrier reduction and offering comprehensive wrap-around services, we ensure students have the resources, strategies, and encouragement they need to stay on track academically and personally.

This growth in retention demonstrates the value of proactive, student-centered approaches and highlights the ACE Center's commitment to creating pathways that foster persistence and success.

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.

Efforts to Increase Post-Testing Rates

The ACE Center has maintained a strong commitment to supporting student success through post-testing, while also adapting to evolving performance measures within the NM Adult Education Assessment Policy. This year, our post-test rate experienced a slight decline; however, this was an intentional, student-centered decision grounded in the strategic changes to how Measurable Skill Gains (MSGs) are defined. With the addition of passing one or more HiSET or GED subtests as an approved MSG, students who achieved this milestone or who graduated with their High School Equivalency (HSE) no longer needed to take a post-test. Since students can earn only one MSG per period of participation, additional testing would not contribute to performance outcomes and, more importantly, would place unnecessary demands on students. For this reason, we prioritized graduation attainment and HSE success over redundant testing.

Rationale and Impact

This approach reflects a shift away from viewing post-test percentages as the sole indicator of success. While the post-test rate has decreased, the ACE Center has consistently increased graduation and performance rates year over year by directing efforts toward supporting students through their HSE completion. This strategy has not negatively impacted performance measures reported on Table 4, as the inclusion of HiSET/GED completion in MSGs ensures that students' achievements are fully recognized.

Future Plans

Moving forward, the ACE Center will continue to:

- Post-test students when it is academically beneficial or when necessary for tracking progress toward their goals.
- Encourage persistence by aligning assessment strategies with students' pathways to graduation.

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- Maintain strong communication with staff and students regarding MSG options to ensure clarity and consistency in meeting state and federal benchmarks.
 - While our post-test rate dipped slightly, this outcome reflects a deliberate focus on promoting graduation and long-term student success rather than repeated testing that does not yield additional value.
- 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.

Program Performance Analysis

During FY25, the ACE Center significantly outperformed the negotiated levels of performance and state goals across multiple indicators.

Measurable Skill Gains (MSGs)

The negotiated state goal for MSGs was 56%. The ACE Center achieved an outstanding 88.22%, exceeding the target by more than 30 percentage points. This result demonstrates the program's strong commitment to student success and skill development, placing it well above state expectations.

Retention Rate

The program also achieved notable growth in retention. In FY24, the retention rate was 85.29%. In FY25, this increased to 87%, marking a steady upward trend. This improvement highlights the effectiveness of program strategies designed to keep students engaged and progressing toward their goals.

Graduation Rates and Outcomes

The ACE Center has consistently remained one of the top-performing programs in New Mexico. Graduation rates continue to rise significantly. In FY24, the program celebrated 127 graduates, and in FY25, this number grew to 214 graduates. This 68% increase reflects both the Center's capacity to support students through completion and its success in fostering academic persistence.

Opportunities for Improvement

While the ACE Center has excelled in MSGs, retention, and graduation rates, opportunities remain in the area of second- and fourth-quarter earnings, as well as median earnings for students. These measures assess whether students are entering the workforce and achieving sustainable wages within a year after program exit.

This represents a complex challenge for the program because, while education is a key driver of employability, the ACE Center does not have direct control over local job availability, wage structures, or the broader economic conditions that influence student earnings. Instead, the program holds indirect influence by preparing students to be competitive in the labor market and supporting their transition to higher-wage employment.

Complexities include:

- Limited availability of high-wage jobs in rural or economically challenged regions.
 - Barriers students face in securing employment, such as childcare, transportation, or limited work experience.
 - Employers' demand for specific technical skills that may shift faster than curriculum updates can accommodate.
 - Structural wage inequities in certain industries that many adult learners enter initially.
- Strategies for improvement as an educational program:

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- Enhanced Career Pathways: Partner with local employers and workforce boards to align training with high-demand, higher-paying industries.
- Stronger Employer Partnerships: Build apprenticeship, internship, and on-the-job training opportunities that can lead to sustainable employment.
- Wraparound Support Services: Expand student access to resources such as career coaching, job placement assistance, and financial literacy workshops.
- Stackable Credentials & IET Programs: Continue to expand opportunities for students to earn stackable, industry-recognized credentials and participate in Integrated Education and Training (IET) models. These allow students to build skills progressively while working toward higher-level credentials that increase employability and wage potential.
- Advocacy and Collaboration: Work with community partners, chambers of commerce, and policymakers to promote economic development that increases family-sustaining job opportunities for graduates.

4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.
Discussed in question 3.

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

Over the last and previous program years, our performance data reflects consistent and positive trends in key areas such as measurable skill gains, graduation rates, and student retention. These results highlight the strength of our instructional practices and the intentional design of our curriculum. By integrating high-impact practices into every aspect of our programming, we have created meaningful learning experiences that lead to strong academic outcomes and personal growth for our students.

A central factor in these achievements is the culture we have fostered within the ACE Center. We have intentionally built a supportive learning environment that values collaboration, encourages risk-taking, and embraces change, mistakes, and continuous learning. This has helped students and team members feel safe and motivated, contributing directly to higher retention and persistence.

Equally important has been the investment in our team. By supporting high-quality professional learning opportunities, we empower staff to be innovative, creative, and to bring their brilliance into their work with students. This commitment to professional growth not only strengthens instructional quality but also ensures that our team remains energized and engaged in delivering the best possible outcomes for learners.

We are also proud of our ability to be agile and responsive to opportunities for growth. We remain open to feedback, continuous learning, and implementing change as needed. Our team works hard to ensure that we are grounded in best practices, informed by the latest research, and consistently providing high-quality services to our students.

Overall, the trends from our performance data affirm that our focus on quality instruction, curriculum design, professional growth, and a supportive, growth-oriented culture for both students and staff are driving sustained success year after year.

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.

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The ACE Center actively integrates data-driven decision making into every aspect of its operations. Data is reviewed and analyzed continuously to identify performance strengths and areas for improvement. The ACE Center Data Analyst provides weekly updates to the team, highlighting key performance and quality indicators. These updates form the basis for team discussions that lead to responsive and timely solutions. In addition, student voice is represented in every decision, ensuring that services reflect the real needs and experiences of those we serve. This intentional use of data allows the ACE Center to remain agile and responsive, quickly adapting services as trends and needs evolve.

Strategies for Continuous Improvement in the Coming Year

Looking ahead, the ACE Center will continue to use ongoing data review and trend analysis to guide continuous improvement. By deepening our practice of examining data at multiple levels such as program outcomes, service quality, and student feedback, we will create a more comprehensive view of effectiveness. Our team will strengthen strategies that embed student input into decision-making processes, ensuring equity and relevance. We will also promote a culture of continuous improvement by encouraging staff to regularly reflect on data, identify opportunities, and implement innovative solutions. This commitment to using data not only ensures accountability but also positions the ACE Center to provide high-quality, student-centered services that are responsive to changing needs.

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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	397	\$50.74	\$20,144.88
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	397	\$25.37	\$10,072.44
Referrals to and coordination of activities with other programs and services.	Career Service	397	\$50.74	\$20,144.88
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	397	\$25.37	\$10,072.44
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	397	\$101.49	\$40,289.76
Total:		397	*\$253.71	\$100,742.39
Integrated Education and Training (IET) programs	Training Service	5		\$10,072.43

*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.

The ACE Center has established strong and ongoing partnerships with the Local Workforce Development Board (LWDB) and our local One Stop operators to align adult education services with workforce development initiatives.

One of the key strategies we have implemented is our close working relationship with the America Job Center in San Juan County. Through this partnership, we actively collaborate to support workforce development opportunities for ACE Center students. This collaboration has led to increased co-enrollment in WIOA partner activities, ensuring students have access to both education and workforce services that help them achieve long-term career goals.

Additionally, the Director of the ACE Center serves as the NM Higher Education Department's appointed board member for the Northern Region, representing adult education on the LWDB. In this role, the Director fully participates as the adult education representative, ensuring that the voice and needs of adult learners are considered in regional planning and decision-making. This representation also strengthens the bridge between the Board and adult education, fostering greater collaboration, alignment of services, and shared strategies that benefit both students and employers in the region.

Through these activities, the ACE Center not only supports students in meeting their educational goals but also directly contributes to the regional workforce pipeline by ensuring adult learners are prepared with the skills and connections necessary for employment and career advancement.

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?

During the 2024–2025 program year, the ACE Center aligned adult education and literacy activities with the Northern Workforce Development Board Area Plan by focusing on strategies that support both workforce readiness and educational attainment. The Northern Area Plan emphasizes strengthening career pathways, improving alignment between education and industry needs, and expanding access to wraparound services for jobseekers. Our program directly supports these goals by providing foundational skills instruction, integrated education and training opportunities, and collaborative service delivery with workforce partners.

What's Working Well

- **Alignment with Regional Priorities:** ACE Center has embedded career readiness and workplace skills into adult education curricula, ensuring that learners are better prepared to meet regional labor market needs identified in the Northern Plan.
- **Partnerships with Workforce Providers:** Through active participation in cross-agency meetings and referral networks, our program has enhanced coordination with New Mexico Workforce Connection offices and other partner agencies.
- **Co-Enrollment Opportunities:** With the state's co-enrollment process becoming more stable and consistent, ACE Center has been able to co-enroll more students with workforce programs. This has

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provided learners with access to training funds, career navigation, and supportive services that reinforce persistence and completion.

Ongoing Challenges

- **Resource Limitations:** Demand for services often outpaces available staff and funding, making it difficult to expand offerings in all areas of the Northern region.
- **Participant Barriers:** Many learners face challenges such as transportation, childcare, and digital access, which can hinder consistent participation in adult education and workforce programs.
- **Sustaining Co-Enrollment Growth:** While the co-enrollment process has stabilized, maintaining efficient communication across multiple systems and providers requires ongoing coordination and monitoring.

Goals Moving Forward

A primary goal for 2025–2026 is to expand co-enrollment as a standard practice for eligible participants. By leveraging the improved co-enrollment infrastructure and stable provider processes, ACE Center will continue to align with the Northern Workforce Development Board’s priorities of increasing access to education, training, and supportive services. Additionally, we aim to strengthen sector-based partnerships and ensure that adult learners transition successfully into postsecondary education, workforce training, or direct employment opportunities.

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.

The ACE Center is staffed by full-time professionals who hold the title *Instructor and Academic Coach*. In this dual role, they serve as both advisors and academic coaches, providing comprehensive support to students. Their responsibilities include guiding academic planning, offering advisement, and delivering career coaching tailored to the needs of all ACE Center students.

In addition, the ACE Center partners with San Juan County’s America Job Center (AJC) to host **Project Hired**—an intensive, week-long program designed to prepare students for the workforce. Through this collaboration, ACE Center staff and AJC team members work together to provide training in job readiness, workplace skills, interviewing strategies, technology use, and the development of resumes and cover letters. Students also gain access to professional attire through the ACE Center’s career closet. The program concludes with a large job fair where local employers meet and recruit students who have successfully completed Project Hired.

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)?
4. Enter MSG rate of your IET participants.
5. Discuss successes, challenges, and lessons learned from IET programming this year.
- | |
|------|
| 5 |
| 1% |
| 100% |

Successes

One of the biggest successes this year was the creation and approval of the Medical Assistant IET program. Despite the challenges, we were able to successfully enroll a cohort, and the program achieved a 100% success rate among participants. This demonstrates that when the right pieces come together, IET can provide real opportunities for students and meaningful outcomes for the community.

Challenges

Implementing IET programming came with significant challenges:

- Funding constraints: IET programs are expensive to operate. In New Mexico, funding is tied to enrollment, and because enrollment is naturally low in the first few years of new programming, the available funds are not enough to adequately support development.
- Partnership gaps: Effective IET programming requires many strong partners. However, there has been a lack of dedicated partners, making it difficult to build and sustain the necessary collaboration.
- Institutional buy-in: Gaining support from San Juan College leadership has been a hurdle. Ensuring that leadership fully understands the value of IET and commits to supporting it has taken time and effort.
- Recruitment challenges: Attracting students into a program that is both rigorous and accelerated has been difficult, particularly in a region with limited awareness of IET models.

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- **Instructor capacity:** Adequate funding is also needed to hire instructors who can co-teach the educational components alongside technical training. Without this, program quality is impacted.
- **Local workforce limitations:** San Juan County has a relatively small employer base, which limits the number of immediate employment opportunities for graduates.

Lessons Learned

From these experiences, we have learned several key lessons:

1. Early and sustained partnerships are essential. Without strong buy-in from education providers, employers, and community partners, it is difficult to build effective IET programming.
2. Funding models must evolve. Relying solely on enrollment-based funding is not sustainable in the early years of program development. Alternative or supplemental funding is critical.
3. Institutional advocacy matters. Gaining leadership buy-in at San Juan College is vital for ensuring IET is prioritized and resourced appropriately.
4. Targeted recruitment strategies are needed. Recruiting students into accelerated, rigorous programs requires intentional outreach, clear communication of benefits, and support structures to help students succeed.
5. Success stories build momentum. The 100% success rate of the Medical Assistant IET cohort demonstrates the impact of well-designed programming and provides a strong case for expanding IET opportunities in the future.

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.

ACE Center Onboarding Process

The ACE Center implements a comprehensive, research-based onboarding program designed to strengthen students' social-emotional skills, self-awareness, self-motivation, and ability to collaborate effectively. This process ensures students are connected not only to their High School Equivalency (HSE) content, but also to one another, fostering meaningful relationships that support persistence and long-term success. Participation in onboarding is mandatory for all ACE Center students.

Onboarding Part 1

- 8-hour session focused on building meaningful student-to-student and student-to-staff connections
- 4 hours of Social Emotional Learning (SEL) to enhance self-awareness and interpersonal growth
- 4 hours of assessment and testing to establish academic baselines

Onboarding Part 2

- Personalized coaching and proactive advising to identify and reduce barriers to success
- Individual success pathway creation tailored to each student's needs and goals
- Goal setting and TABE score review to track progress and plan next steps
- Student scheduling to align coursework with personal and academic objectives

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.

Face-to-Face Classes – 8-Week Sessions

- 6 hours of engaging, instructor-led content each week
- 6 hours of Essential Education Software required weekly

Live Online – 8-Week Sessions

- 6 hours of engaging, instructor-led content each week
- 6 hours of Essential Education Software required weekly

Asynchronous – 8-Week Sessions

- Weekly coaching sessions with a coach to maintain momentum and check for understanding
- Required use of Essential Education Software

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.

Onboarding Part 2

- Provide intensive coaching and intrusive advising to help reduce barriers.
- Collaborate with each student to create a personalized pathway to success.
- Review student goals and TABE scores to guide progress.
- Support students through individualized scheduling.

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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.

All ACE Center authentic curriculum is grounded in brain-based learning strategies and aligned with either the College and Career Readiness Standards (CCRS) or the English Language Proficiency Standards (ELPS).

- High School Equivalency (HSE): Essential Education Curriculum – CCRS aligned
- English Language Learners (ELL): Burlington English Curriculum – ELPS aligned

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.

Trauma-Informed Teaching and Learning

Recognizing that many adult learners have experienced trauma, teaching strategies are intentionally designed to promote emotional safety and support. This approach enhances student engagement and improves retention.

Social and Emotional Learning

ACE integrates emotional intelligence and interpersonal skill development directly into the curriculum. This fosters an environment of respect, empathy, and mutual understanding among learners and staff.

Culturally Relevant Teaching and Learning

The curriculum reflects and honors diverse cultures, perspectives, and histories. By doing so, students feel represented, valued, and fully engaged in their educational journey.

Technology Integration

Modern digital tools and platforms are embedded into instruction, aligning with ISTE Standards. This enhances learning experiences, meets the needs of a tech-savvy generation, and expands accessibility.

Neuroscience-Aligned Curriculum

Courses are informed by the latest brain-based research, ensuring instructional methods align with natural learning processes for more effective outcomes.

Differentiated Instruction

Teaching is adapted to meet the diverse needs, learning styles, and skill levels of adult learners. Through flexible approaches and personalized pathways, all students are provided equitable opportunities to succeed.

Classroom Management

ACE emphasizes positive and proactive classroom management strategies. Clear expectations, structured routines, and restorative practices create a safe, inclusive, and focused learning environment where students thrive.

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Intensive Coaching and Intrusive Advising

Each student is paired with a dedicated mentor who provides consistent guidance and support, ensuring no learner feels isolated or without direction.

Barrier Reduction Strategies

The Academic and Career Engagement Center actively identifies and addresses obstacles to learning. By minimizing barriers, students are free to focus on academic growth and personal development.

Early Alert System for At-Risk Students

Proactive monitoring helps identify students who may be at risk of stopping out. Timely interventions provide the necessary support to keep learners on track.

Comprehensive Professional Development

Faculty and staff engage in ongoing professional learning, staying current with innovative teaching methods to continuously improve the student learning experience.

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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. N/A

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

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

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

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IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$110,796.83
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
<u>0</u>	<u>0</u>	<u>0</u>
4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
<u>0</u>	<u>0</u>	<u>0</u>
5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
<u>0</u>	<u>0</u>	<u>0</u>
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. \$24,556.00

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
6,593 sqft	\$17.50/rentable ft²/yr	\$115,377.50

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

Please cite the source document for the amount: N/A

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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
Adult Literacy Grant	\$40,550
TANF ABE	\$97,000
TANF IET	\$73,000
IET Pilot	\$13,000

B. Program Income Activities

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

\$9,920.17

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
Professional Learning – Melanie Johnson ESL Instructor to attend TESOL Conference	\$2,014.68

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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.