

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	UNM-Gallup Adult Education Program	
Institution or Organization:	UNM-Gallup	
Address:	705 Gurley Ave.	
City:	Gallup	
County:	McKinley	
Zip:	87301	
Main Phone:	505-726-6473	
Website:	https://www.gallup.unm.edu/abe/index.html	
Social Media:	Facebook	
Workforce Region(s) Served:	Northern New Mexico (Region 5)	
New Mexico Counties Served:	McKinley, Apache, and parts of Cibola	
Submission Date:	September 5, 2025	
Program Director, Manager, or Coordinator Name and Title:	Jacinta Sice, Program Manager	
Contact Information:	Phone(s):	505-863-7554
	Email:	jsice@unm.edu
Alternate Contact Name and Title:	Sabrina Ezzell, Chancellor	
Contact Information:	Phone(s):	505-863-7501
	Email:	sezzell@unm.edu



9/5/2025

Signature of the Chief Executive Officer or Designee

Date

Dr. Sabrina Ezzell, Chancellor

Typed Name and Title

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

UNM-Gallup Adult Education is housed within the UNM-Gallup Campus and serves residents of McKinley County, including Gallup, the Navajo Nation, and the Pueblo of Zuni. The program supports a diverse student population, including a larger number of English Language Learners (ELLs), individuals who are basic skills deficient, low-income, unemployed, or receiving assistance.

According to the most recent data:

- *Population: Approximately 66,529 residents*
- *Unemployment Rate: 6.4%*
- *Median Household Income: \$44,496.00*
- *Poverty Rate: 38.2% overall, with 47% of children and 27% of seniors living in poverty*
- *High School Graduation Rate: 76.2%, below the national average of 86.1%*
- *Education Attainment (25+):*
 - *81.5% have a high school diploma or higher*
 - *Only 11.7% hold a bachelor's degree or higher*

These statistics highlight the critical need for adult education services in the region.

Data retrieved from [McKinley County, New Mexico Population 2025](#) and [Unemployment Rate in McKinley County, NM \(NMMCKI5URN\) | FRED | St. Louis Fed](#)

Services Provided Under WIOA Title II

UNM-Gallup Adult Education offers a comprehensive suite of services aligned with AEFLA allowable activities under WIOA Sec. 203, including:

- *Adult Basic Education (ABE) and Adult Secondary Education (ASE)*
 - *Year-round instruction in literacy, numeracy, critical thinking, and digital literacy.*
 - *Curriculum aligned with College and Career Readiness Standards (CCRS) and HiSET.*
 - *Project-Based, culturally relevant instruction to prepare students for the HiSET exam, post-secondary education, employment, and civic engagement.*
 - *Online high school equivalency option via the National External Diploma Program (NEDP) for students with barriers to in-person attendance.*
- *Literacy Instruction*
 - *Embedded literacy across all subjects areas including math, science, and social studies.*
 - *Emphasis on functional, informational, and real-world literacy to support transitions to employment, education, and family/community life.*
- *Workplace Adult Education and Literacy Activities*
 - *Workshops on communication, problem-solving, and financial literacy.*
 - *Collaboration with Navajo Nation Department of Self-Reliance (NNDSR) for workplace literacy training.*
 - *Financial literacy sessions in partnership with Frist Financial Credit Union.*
- *Family Literacy*
 - *Instruction designed to support intergenerational learning.*

New Mexico Adult Education Local Program Annual Report 2024-2025

- *Activities that promote literacy at home, such as helping children with homework, reading medical instruction, and completing applications.*
- *Workforce Preparation Activities*
 - *Resume writing, interview skills, and mock interviews.*
 - *Networking opportunities with local employers and community partners.*

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

During FY 2024-2025 the program experienced the following staffing changes:

- *May 2025, the Education Specialist resigned.*
- *July 2025, the Program Coordinator resigned.*
- *A new Program Coordinator was hired in January 2025.*
- *The Education Specialist position remains vacant and is planned to be filled with a full-time instructor to meet instructional needs.*

Programming Adjustments

Due to staffing changes, several responsibilities were assigned.

Program Coordinator duties:

- *Data Entry was managed by the Program Manager and Education Specialist from July 2024 to February 2025.*
- *Chromebook issuance and inventory were assigned to Senior Tutor.*
- *Administrative tasks (purchases and travel) were handled by the Department Administrative Assistant with collaboration with Program Manager.*

Education Specialist duties:

- *TABE testing was assigned to Program Manager, with proctoring support from the Senior Tutor and Tutor.*
- *HiSET Testing was assigned to the newly hired Program Coordinator starting February 2025.*
- *National External Diploma Program (NEDP) oversight was assigned to Tutor, with support from the Program Manager.*

Despite staffing and programming changes, the program continues to serve individuals seeking a high school equivalency credential and English Language Learners (ELLs). Recruitment efforts remain focused on improving educational outcomes and supporting students in achieving personal and professional goals.

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?

UNM-Gallup Adult Education continues to offer face-to-face, hybrid, and online instruction to meet the diverse needs of its student population. The current instructional schedule includes:

- *Face-to-face classes: Held twice weekly for three hours in both morning and afternoon sessions, Monday through Thursday. Subjects include reading, math, and language.*
- *Evening Classes: From May to June 2025, the program offered evening math classes twice a week for two and half hours to accommodate students with daytime obligations.*

New Mexico Adult Education Local Program Annual Report 2024-2025

- *Fridays: Reserved for scheduled tutoring sessions (by appointment) and open lab access for students engaged in online independent studies.*

After evaluating instructional delivery methods from previous years, it is evident that face-to-face instruction remains the most effective and preferred format among students. This model fosters stronger engagement, better comprehension, and more consistent progress toward educational goals. To maintain instructional quality and meet growing demand, the program recognizes the need to hire additional instructional staff.

Plans for FY 2025-2026

The program will continue offering multiple instructional formats to accommodate student preferences and learning styles. However, it will also:

- *Address digital equity challenges, particularly for low-income and remote-area students who lack reliable internet access or devices.*
- *Maintain a limited inventory of Chromebooks available for student checkout, though students must have home internet access.*
- *Provide on-campus laptops for student use during business hours to support digital learning needs.*

UNM-Gallup Adult Education remains committed to integrating digital literacy into its curriculum and ensuring equitable access to technology. This includes:

- *Embedding digital literacy skills into onboarding and instructional activities*
- *Offering support for navigating online platforms and educational tools*
- *Exploring partnerships and funding opportunities to expand access to devices and internet services.*

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.

The UNM-Gallup Adult Education Program currently maintains informal partnerships with several agencies and organizations that supports the delivery of adult education and literacy activities. While there are no formal partnerships (i.e., no MOAs or MOUs in place), these formal relationships involve consistent mutual support and regular communication.

- *UNM-Gallup Admissions Department: assists High School Equivalency (HSE) graduates with transitioning to college.*
- *Navajo Nation Department of Self-Reliance: provides financial assistance and/or training opportunities to AE students who are members of the Navajo Nation.*
- *Navajo Nation Department of Workforce Development: offers financial assistance and/or training opportunities to AE students who are members of the Navajo Nation.*
- *Native Professional Advancement Center (NPAC) formerly known as National Indian Youth Council (NIYC): provides financial assistance, training opportunities, and support for transition into post-secondary education or vocational training.*
- *Northern Arizona University (NAU) Educational Opportunity Center: assists AE students with transitioning to post-secondary education.*
- *Battered Families Services: offer emergency shelter, transportation, and crisis services to students in need.*

New Mexico Adult Education Local Program Annual Report 2024-2025

- *The Community Pantry & Hope Garden (Gallup, NM): provides food assistance to AE students and their families.*
- *First Financial Credit Union: delivers financial literacy workshops during student onboarding and throughout the year.*
- *Navajo Nation Head Start: offer educational assistance to young children whose parents are enrolled in the AE program.*
- *UNM-Gallup Community Education and Workforce Development: provide training opportunities in Commercial Driver's License (CDL) in Class A or Class B.*

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?

In 2024–2025, the UNM-Gallup Adult Education Program prioritized professional learning through participation in key conferences and training events. These included the 2025 COABE National Conference, the 2025 NMAEA/MPAEA Conference, and the Spring and/or Fall Teachers' Institutes. Staff were able to attend these events as travel expenses were proactively included in the program's budget for the year, ensuring alignment with our professional development 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 experiences for our team in 2024–2025 included the NMAEA Conference, the CPI Institute, and the COABE National Conference. Each offered unique benefits that directly influenced our instructional practices and program outcomes.

- **NMAEA Conference:** *This event consistently inspires our staff by showcasing innovative strategies and fostering connections among instructors across the state. The sense of community and shared purpose reinforces our commitment to continuous improvement and collaboration.*
- **CPI Institute:** *This newer training clarified the State Goals and emphasized the importance of data collection and analysis. Through collaborative sessions with other adult education centers, we gained insights into interpreting data trends and aligning our practices with statewide objectives.*
- **COABE National Conference:** *Due to its scale and diversity, COABE provided exposure to a wide range of adult education topics. Sessions on student engagement, trauma-informed practices, and educator confidence were particularly impactful. The 2025 conference in Dallas also offered networking opportunities and reaffirmed the value of ABE programs nationwide. These experiences have strengthened our instructional approaches, improved data literacy, and deepened our understanding of statewide and national adult education priorities. They've also fostered a culture of reflection and innovation within our team.*

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

The main success in implementing our Professional Learning (PL) Plan was the increased collaboration with other adult education programs, both within New Mexico and nationally. These interactions highlighted shared challenges across programs and led to valuable discussions on strategies to support students in overcoming barriers. This sense of community and shared purpose strengthened our approach to student engagement and instructional practices.

New Mexico Adult Education Local Program Annual Report 2024-2025

Challenges included logistical issues related to travel arrangements for staff. While travel was budgeted and planned, there were occasional complications at conference sites, such as payment processing or room-related issues, which required additional coordination and troubleshooting. Despite these hurdles, staff participation remained strong and the overall PL goals were met.

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

Yes, the UNM-Gallup Adult Education Program was able to successfully implement the NMHED-AE Professional Learning Policy during the 2024–2025 program year. Our team actively participated in a variety of professional development opportunities, including state and national conferences, institutes, and collaborative sessions, all of which aligned with the policy's emphasis on continuous improvement, data-informed instruction, and educator collaboration.

Throughout the year, support from NMHED-AE was available and effective in resolving any issues that arose, particularly those related to policy interpretation and logistical coordination. This assistance ensured that our professional learning activities remained consistent with state expectations and contributed meaningfully to program development.

New Mexico Adult Education Local Program Annual Report 2024-2025

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)	162
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	13
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column).	58%
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	3

Performance Measure	PY 2024-2025 Negotiated Level of Performance	PY 2024-2025 State Goals	Program Performance 2023-2024	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	53.18	54.76
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	N/A	N/A
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	40.28%	39.60%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	40.35%	37.89%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$3,041.75	\$4,137.94

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.

FY 2023-2024, the program retained 77.6% of enrolled students as NRS participants (163 of 210), while in FY 2024-2025, the retention increased to 92.6% (162 to 175). This 15% improvement reflects the program’s success in meeting student needs and increasing engagement. Retention here refers to the proportion of enrolled students who progressed to NRS status.

The increase is largely attributed to continued implementation of key strategies introduced in FY 2023-2024, including a mandatory orientation for new students and proactive follow-up by staff for those with low attendance. These efforts have proven effective in encouraging students to remain active and complete their studies.

While the number of non-NRS participants decreased, this shift suggests that more students are meeting the criteria for NRS classification, indicating stronger commitment and progress. Overall, the trend demonstrates the program’s growing effectiveness in supporting student 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.

The program concluded the fiscal year with a post-testing rate of 58%, just below the 60% benchmark set by the NM Adult Education Assessment Policy. This slight shortfall was primarily due to temporary staffing challenges, including limited availability of personnel to administer post-tests during a critical period.

To improve post-testing outcomes, the program has implemented several proactive strategies. In the upcoming fiscal year, multiple staff members will be trained and assigned to support post-testing, ensuring consistent availability and minimizing disruptions. Additionally, the LACES database will be reviewed multiple times throughout each session to identify participants who have become eligible for post-testing, allowing staff to act promptly and efficiently.

These efforts are designed to strengthen our assessment process, increase compliance with policy requirements, and better support student progress.
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.

Performance Measure	PY 2024-2025 Negotiated Level of Performance	PY 2024-2025 State Goals	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	54.76
<i>For Program Year 2024-2025, the program achieved a Measurable Skill Gain (MSG) rate of 54.76%, which exceeded the federally negotiated target of 40%. However, this result fell slightly short of the state goal of 56%.</i>			

New Mexico Adult Education Local Program Annual Report 2024-2025

The shortfall can be attributed to disruptions of key personnel responsible for assessment coordination. These challenges impacted on the program's ability to consistently administer post-tests, which are major component of MSG outcomes.

To address this, the program has implemented a more robust staffing plan for the upcoming year, ensuring that multiple team members are trained and available to support testing. Additionally, the program will increase the frequency of LACES database reviews to identify eligible participants in a timely manner and ensure they are post-tested as soon as they qualify.

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
---	-----	-----	-----

The program reported a Credential Attainment Rate of N/A for the current reporting period, as no participants met the eligibility criteria required for inclusion in this measure. According to OCTAE and NMHED guidelines, only students who enter the program at NRS levels 5 and 6 are considered eligible for credential attainment tracking. However, the majority of individuals who registered with the program during this period did not fall within these levels.

This outcome reflects a structural limitation rather than a performance gap. The program continues to provide support for credential attainment where applicable.

Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	37.89%
---	-----	-----	--------

The program did not achieve the OCTAE negotiated performance level or meet the state benchmark for employment in the second quarter after exit. To improve this metric in the upcoming year, the program will implement a structured follow-up process with the program completers and enhance access to employment resources and job opportunities.

Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	37.89%
--	-----	-----	--------

The program did not achieve the OCTAE negotiated performance level or meet the state benchmark for employment in the fourth quarter following exit. To improve this indicator in the upcoming year, the program will establish a more structured follow-up process for completers and expand access to job search tools and employment opportunities.

Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$4,137.94
--	---------	---------	------------

The program did not meet the median earnings target for the second quarter after exit, primarily due to economic challenges and limited earning potential within the local labor market.

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

To improve outcomes in areas where the program did not meet OCTAE-negotiated targets or state goals, the program will conduct regular follow-ups with completers to monitor their progress and connect them with employment opportunities. A Commercial Driver's License (CDL) Integrated Education and Training (IET) program has recently been implemented, providing students with certification in high-demand field. This initiative is expected to enhance employment and earnings outcomes in future reporting periods.

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

Over the past two program years, we've continued to see a growing demand for our services throughout the region. Much of the growth has been fueled by word-of-mouth referrals, which remain a strong driver of student enrollment. Graduates of the program serve as powerful motivators for current learners, demonstrating that earning a High School Equivalency (HSE) is both achievable and worthwhile. Their success stories help build a culture of persistence and possibility within the student body.

The program continues to make progress in increasing the number of students transitioning from Non-NRS status (fewer than 12 hours) to NRS participants (12 hours or more). Moving forward, efforts will focus on

New Mexico Adult Education Local Program Annual Report 2024-2025

improving key performance indicators, including employment in the second and fourth quarters after exit and median earning in the second quarter, through the strategies previously outlined.

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.

The program utilizes student data collected through Literacy Pro Systems-LACES to guide improvements in service delivery. Specific changes made during FY 2023-2024 are still implemented and have been working. Those changes include:

- 1. Registration Process: All new students are now required to attend a full week of mandatory orientation before beginning a session. This change ensures better engagement and preparedness.*
- 2. Assessment and Testing: Previously, pre-TABE testing was offered on a flexible schedule, which led to a high number of students not completing orientation or starting classes – resulting in fewer NRS participants. By shifting to a fixed schedule, with pre-TABE testing conducted during the last two days of orientation, the program saw improved conversion rates. Additionally, the program now provides a HiSET practice test during orientation or within the first week of classes to help identify students who may be ready for the official HiSET exam. The LACES’s “Student Alert” feature is also used to flag students eligible for post-testing, which has helped increase post-TABE completion rates.*
- 3. Instructional Adjustments: Instructors use LACES data to refine their teaching strategies and provide supplemental instructions, including online resources like Essential Education, to help students build the skills needed for their courses.*

Looking ahead to FY 2025-2026, the program will continue to use LACES data to better understand student needs and performance metrics. Instructional delivery will be adjusted as needed, with a focus on aligning with College and Career Readiness Standards (CCRS) and HiSET benchmarks to support continuous improvement and meet both OCTAE and State goals.

New Mexico Adult Education Local Program Annual Report 2024-2025

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	175	\$1,249.50	\$7.14
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	162		<i>State funds were used for this service.</i>
Referrals to and coordination of activities with other programs and services.	Career Service	162		<i>State funds were used for this service.</i>
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	162		<i>State funds were used for this service.</i>
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	162		<i>State funds were used for this service.</i>
Total:		823	\$1,249.50	\$7.14
Integrated Education and Training (IET) programs	Training Service	2	N/A	<i>State funds were used for this service.</i>

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

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

With the guidance of our new leadership team, the program is entering a transformative phase marked by renewed focus and strategic direction. Despite ongoing staff constraints, the team has shown exceptional resilience and flexibility, ensuring operations continue smoothly and our standards of excellence are upheld. This moment offers a valuable opportunity to deepen collaboration, encourage innovation, and cultivate a more agile and empowered workforce.

Given these internal priorities, the program did not actively engage with the Local Workforce Development Board during this timeframe. Nonetheless, there was some coordination with Local One Stop staff, particularly during the student onboarding process. A representative from the Local One Stop contributed to orientation sessions, providing insight into available services and potential recruitment pathways.

Strategic Initiatives for FY 2025-2026

Looking ahead, the program is committed to formalizing with the Local Workforce Development Board and enhancing its collaboration with the Local One Stop agency. Key initiatives include:

- Designating a staff member to regularly attend Workforce Development Board meetings*
- Welcoming agency representatives to participate in student orientation events.*
- Identifying opportunities for joint efforts that promote career development and workforce preparedness.*

These strategies are designed to create a more cohesive support network for students and better align the program with regional workforce development objectives.

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?

Program Alignment

In alignment with the Northern Area Local Workforce Development Board (NALWDB) Local Area Plan, the Adult Education program provided academic instruction to support students in earning their high school equivalency diploma. Instruction focused on developing core competencies in reading, mathematics, writing, and English language communication – skills essential for success in the workforce and in post-secondary education.

Effective Practices

The program's continued delivery of academic services has been a strong point in maintaining alignment with the NALWDB plan. Additionally, partnerships with external agencies have enabled the program to offer supplemental workforce readiness activities that extend beyond its core offerings. These include:

- Financial literacy education*
- Resume writing workshops*
- Interview preparation sessions*

These collaborative efforts have enhanced the overall support for students and contribution to their career readiness.

Challenges and Barriers

Despite these success, the program faced notable challenges:

- Staff changes at partner agencies: Frequent turnover made it difficult to maintain consistent communication and coordination.*

New Mexico Adult Education Local Program Annual Report 2024-2025

- *Internal staffing limitations: a shortage of program staff limited the ability to expand services and fully implement initiatives aligned with the NALWDBS plan.*

These challenges have impacted the program's capacity to meet student needs and pursue boarder workforce development goals.

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.

Structural Integration

Career planning and advising are structurally embedded into the Adult Education program and offered to all students during their initial enrollment. As part of the new student orientation process, each student completes a goals form to identify their intended career path. For those who are undecided, the program provides access to an online career assessment through Career One Stop, which helps students explore career options aligned with their interests.

Ongoing Support

In addition to orientation, career advising is available on a case-by-case basis, particularly for students nearing program completion and preparing to transition to employment or post-secondary education. The program manager has played a key role in providing this support.

Because the Adult Education program is housed on the UNM-Gallup campus, students interested in continuing their education benefit from a seamless transition. Program staff assist students by guiding them to the admissions office and help them obtain the necessary documentation for registration. Additionally, one of the campus advisors delivers a presentation during new student orientation, providing valuable information about entering college and navigating the admissions process.

Future Plans

To strengthen this component, the program aims to hire a dedicated staff member responsible for career planning and advising. This will ensure that all students receive consistent, high-quality guidance throughout their educational journey.
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).

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

1%
4. Enter MSG rate of your IET participants.

100%
5. Discuss successes, challenges, and lessons learned from IET programming this year.

Successes:

After several years of planning and preparation, the Adult Education program successfully launched its first IET initiative in June 2025. Two students enrolled in the CDL Class A training program, marking a significant milestone in expanding workforce-aligned educational opportunities.

Challenges

Implementing the IET program cam with several obstacles, including:

 - Staffing limitations that affected program coordination and delivery*
 - Lack of initial knowledge on how to design and launch an IET program*
 - Limited resources to support program infrastructure*
 - Difficulty recruiting participants due to low awareness or interest*

Lesson Learned

Key takeaways from this experience include the importance of:

New Mexico Adult Education Local Program Annual Report 2024-2025

- *Administrative support to champion and sustain IET efforts*
- *Expert guidance from professionals experienced in IET implementation*

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.

Orientation and Onboarding Process

The Adult Education program requires all new students to participate in a week-long orientation, designed to provide foundational knowledge, assess academic readiness, and connect students with essential resources. Students are responsible for their own one-hour lunch break each day. The orientation schedule is as follows:

Day 1 – Program Introduction and Goal Setting

- *Overview of the Adult Education Program*
- *Staff Introduction*
- *Review of the student handbook*
- *Administration of the math placement assessment*
- *Student success strategies*
- *Goal-setting activity*

Day 2 – Digital Literacy and Technology Skills

- *Introduction to digital tools and platforms*
- *Creation of Canvas accounts*
- *Completion of the student handbook quid via Canvas*
- *Basic computer skills training, including email etiquette, word processing, PowerPoint and internet navigation.*

Day 3 – Community and Campus Resources

- *Presentations from local and campus-based agencies (30-60 minutes each), including:*
- *UNM-Gallup Admissions Office*
- *Native Professional Advancement Center (NPAC) formerly known as National Indian Youth Council (NIYC)*
- *New Mexico Workforce Connection (HELPMN)*
- *First Financial Credit Union*
- *Battered Families Services*
- *Gallup Community Pantry*

Day 4 & 5 – Academic Assessment

- *Administration of the TABE Locator and TABE test*
- *Students may choose to complete the full assessment in one day or split it over two days:*
- *Day 4: Reading*
- *Day 5: Math and Language (if not completed on Day 4)*

This structured orientation ensures that students are well-informed, assessed, and connection to both academic and community resources from the start of their educational journey.

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.

Instructional Intensity and Frequency – FY 2024-2025

Structured Class Schedule

New Mexico Adult Education Local Program Annual Report 2024-2025

The Adult Education program offers structured, in-person instruction Monday through Thursday, with both morning and afternoon sessions available. Reading/writing and math courses are delivered in three-hour blocks, twice per week, over a seven-week instructional cycle. This format ensures consistent engagement and sufficient instructional time to support meaningful academic progress.

Supplemental Learning Resources

To reinforce classroom instruction, students also have access to Essential Education, an online learning platform that provides targeted skill development. This blended learning approach allows students to work independently on areas where they need additional support, enhancing their overall academic growth.

Tutoring Support

Tutoring is available in small groups formats on Fridays during each session, and students may also schedule one-on-one appointments with instructors. This flexible support structure ensures that learners receive personalized assistance tailored to their individual needs.

Alternative Pathways – NEDP

For students unable to attend structured in-person classes due to medical conditions, full-time employment, or other barriers, the program offers the National External Diploma Program (NEDP). The competency-based alternative allows eligible students to earn their high school equivalency diploma outside of traditional testing environments. To qualify, students must achieve a minimum score of 236 in reading and 226 in math on the Comprehensive Adult Student Assessment Systems (CASAS) test.

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.

Wrap Around Services and Programmatic Support – FY 2024-2025

Student Support Services

The Adult Education program provides instruction and support to all enrolled students, with a strong emphasis on addressing barriers to learning. Instructors and staff are committed to student success and regularly engage in professional development through conferences, trainings (both in-person and virtual), and collaboration with external agencies. These partnerships help connect students to additional services that can reduce or eliminate obstacles to their educational progress.

Digital Literacy and Distance Learning

To address digital literacy needs, the program incorporates technology training during orientation and throughout instruction. Students learn essential computer skills, including email etiquette word processing, and internet navigation. For those participating in distance learning, the program uses platforms like Canvas and Essential Education to deliver online instruction and supplemental academic support.

Equity and Access Initiatives

Recognizing that some students face challenges accessing reliable internet at home, the program plans to implement a hotspot lending system, allowing students to check out devices to complete their online studies. In the interim, students have access to campus-based internet and laptops throughout the week, ensuring they can continue their learning in a supportive environment.

These wrap-around services and technology initiatives are designed to promote equitable access, enhance digital literacy, and support students overcoming barriers to academic and career success.

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

Alignment to CCRS and ELPS – FY 2024-2025

The Adult Education program aligns its curriculum and instructional practices with the College and Career Readiness Standards (CCRS) to ensure students are prepared for academic and workforce success. Instruction is delivered using CCRS-aligned textbooks, digital platforms, and supplemental materials that reinforce key competencies in reading, writing, mathematics, and critical thinking.

To support consistent implementation of CCRS, instructors participate in state-sponsored professional development, including required trainings and conferences focused on standards-based instruction. The program also utilizes Essential Education, an approved online platform that integrates CCRS-aligned content and provides students with targeted skill-building opportunities.

While the program currently focuses on CCRS, it does not yet formally align instruction to the English Language Proficiency Standards (ELPS). This presents an opportunity for future professional learning and technical assistance to expand instructional alignment for English language learners.

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.

Theoretical Frameworks Informing Program Design and Leadership

The UNM-Gallup Adult Education Program is grounded in several well-established educational theories that guide curriculum development, instructional practices, leadership strategies, and staff training.

Andragogy – Malcolm Knowles

The program's curriculum and lesson planning are primarily informed by Malcolm Knowle's andragogy framework, which emphasizes adult learners' need for autonomy, relevance, and self-direction. This approach supports:

- Self-actualization: Encouraging students to understand themselves as learners and individuals*
- Interpersonal relationships: Fostering meaningful connections with peers, instructors, and community members*
- Readiness to learn: Promoting optimism and motivation in the learning process*
- Awareness of learning gaps: Helping students identify and address areas for growth*
- Social responsibility: Empowering learners to make positive changes in their lives and communities*

This framework supports a student-centered environment where learners take ownership of their education and recognize the value of acquiring skills for career and personal development.

Maslow's Hierarchy of Needs

Staff also consider Maslow's hierarchy of needs when working with students, recognizing that unmet basic needs can impact academic performance and engagement. This understanding

New Mexico Adult Education Local Program Annual Report 2024-2025

informs how staff provide support and guidance, helping students stay focus on their educational goals.

Constructivism – Vygotsky’s Theory

The program embraces constructive principles, particularly Vygotsky’s theory, which acknowledges that adult learners bring rich life experiences to the classroom. Instruction is designed to build prior knowledge, allowing students to connect new learning to real-world contexts.

Leadership and Continuous Improvement

As program director, leadership practices are rooted in self-reflection and continuous improvement. This includes evaluating instructional quality, staff support, and student outcomes to foster a positive, goal-oriented learning community. The program strives to create an environment where both students and staff feel empowered, supported, and capable of achieving personal and professional growth.

VII. Integrated English Language and Civics Education (IELCE) Activities

For this section, if the program received IELCE funding for 2024-2025, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B). N/A
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).
 - Achieved Citizenship Skills N/A
 - Voted or Registered to Vote N/A
 - Increased Involvement in Community Activity N/A
4. Input the number of IELCE students that participated in IET programs.
(Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B) N/A
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4. N/A
6. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data. [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](#)

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

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

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

N/A

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

N/A
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow students to continue receiving services upon release. N/A
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. N/A

New Mexico Adult Education Local Program Annual Report 2024-2025

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.

\$1,249.50

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well.

\$0

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

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

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

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

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

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

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
4,830	\$2.50	\$12,075.00

Alternate option:

Please indicate institution's building renewal and replacement allocation

N/A

Please cite the source document for the amount:

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
N/A	N/A

B. Program Income Activities

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

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
N/A	N/A

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.

New Mexico Adult Education Local Program Annual Report 2024-2025

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.