

Annual Program Report Cover Page

Program Name:	Adult Learning Center		
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City:	Los Alamos		
County:	Los Alamos		
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Main Phone:	505-662-5919		
Website:	https://losalamos.unm.edu/adult-learningcenter/index.html		
Social Media:	https://www.facebook.com/unmlosalamos		
	https://twitter.com/unmlosalamos		
Workforce Region(s) Served:	Northern		
New Mexico Counties Served:	Los Alamos, Rio Arriba, Santa Fe		
Submission Date:	September 8, 2025		
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Brent Pickett

9/8/2025

Signature of the Chief Executive Officer or Designee

Date

Brent Pickett, Dean of Instruction, UNM-Los Alamos

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.

In the 2024-2025 academic year, the UNM-Los Alamos Adult Learning Center (ALC) provided a range of services under the Workforce Innovation and Opportunity Act (WIOA). These services included classes for High School Equivalency (HSE), College and Career Skills (CCS), and English as a Second Language (ESL), as well as coaching, career counseling, and two Integrated Education and Training (IET) programs. In all instruction, our programs increase students' literacy, numeracy, and employability skills to prepare learners for higher education, the workforce, and community contribution. To further support career readiness, IET options combine academic instruction, employability skills, and workforce training in a specific career pathway. We offer a combination of in-person, hybrid, and online classes.

We serve students in Los Alamos, Rio Arriba, and Santa Fe counties who have not earned a high school credential or who have a low level of literacy, low English language skills, barriers to education or job training, or who need other support to enter into and succeed in the workforce. For English language learners, we provide instruction in reading, writing, listening, and speaking, with an emphasis on conversation and grammar.

These efforts contribute to a more skilled and literate workforce, ultimately benefiting individuals, families, and communities.

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.

Our program experienced substantial staffing challenges in the 2024-2025 academic year. The approved HED budget for FY25 included a .5 FTE data technician to support the program manager, but the position was never filled. The following resignations occurred: our longest-serving adult education instructor who taught a full-time course load (October 2024), the AE program manager (January 2025), Dean of Instruction (January 2025), a workforce officer between the Dean and AE (March 2025), and multiple non-credit instructors (February-June 2025). The acting Adult Education Program Manager began assuming responsibilities for the position in April and May of 2025. We will conduct a search to hire a permanent AE PM to start in January 2026.

As of September 2025, we are staffed to offer multiple ESL classes in-person and hybrid, continue HSE, and plan to bring on another HSE instructor to resume an in-person option. Under the new Dean of Instruction at UNM-Los Alamos (UNM-LA), we will make hires to again be fully staffed, with the goal of not just maintaining services but also increasing the number of persons served through our AE programs.

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As an interim program manager serving after a period of instability, my top priority is to restore departmental consistency in student intake, data management, and instructor guidance, so the program is stable when a permanent program manager is hired. In the short term, I am attempting to improve our student services through a pilot program for structured advising and subject-specific HSE classes. I am attempting a revised approach to post-testing to try and improve our measurable skill gains (MSGs), and I will propose long-term staffing strategies to ensure we have a sustainable and resilient adult education program. For IET programs, I intend to facilitate mindful collaboration for content instructors and ABE co-teachers; encourage design teams to use the proven resources from OCTAE's planning, design, and implementation toolkits; and align our offerings with realistic staffing capability while planning ahead for future opportunities.

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

Our goal is to offer a variety of courses with in-person, hybrid, and online instruction options. Due to instructor turnover in spring 2025, we had a mostly online course list and accelerated the timeline to pilot a program for HSE distance learning.

Hiring for the fall term emphasized rebalancing course offerings to include more in-person and hybrid courses. In-class technology such as owls improved the quality of hybrid instruction, and in this FY, professional development will emphasize quality online instruction and the use of available resources for instructors using those models.

To bridge instructional gaps, we provide students with licenses for Essential Education (HSE) and Rosetta Stone (ESL) to encourage self-directed study that can continue as supplemental practice as classes resume.

Priorities for the coming PY include refining and standardizing distance learning for HSE, and bringing informal and formal digital literacy into all classes.

Additionally, structured programs to enhance digital literacy have been previously explored but were not fully implemented, including NorthStar digital literacy and the National External Diploma Program (NEDP). In the next academic year, we will pursue those programs, training staff for NEDP and implementing NorthStar in our CCS classes. As interim director, I am working to find opportunities to collaborate with campus resources to improve student access to technology using existing systems and improve digital equity.

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.

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The UNM-LA Adult Learning Center has a history of regional collaborations to provide adult education and literacy services as well as support services in multiple communities in Northern New Mexico. With recent staffing challenges, many of our partnerships are paused or on hiatus. A goal for 2025-2026 is to resume services or re-connect with partners to plan for future services.

Agency	Description	Formality
Mesa Public Library	Hosts a Beginning and/or Intermediate ESL class by providing class meeting space and technology.	Informal (paused)
White Rock Public Library	Hosts a Beginning and/or Intermediate ESL class by providing class meeting space and technology.	Informal (active)
Pueblo of Pojoaque	Hosts a Beginning and/or Intermediate ESL class by providing class meeting space and technology.	Informal (paused)
Delancey Street Foundation	Hosts a High School Equivalency class to benefit students in a correctional setting.	Informal (active)
Los Alamos Detention Center	Hosts a High School Equivalency class to benefit students in a correctional setting.	Informal (inactive)
Los Alamos Self Help	Mutual referrals for adult literacy training and assistance with crisis intervention, childcare support, food support, and services to support the unhoused population.	Informal (inactive)
Los Alamos JJAB	Mutual referrals for HSE classes and support for youth and families in crisis.	Informal (inactive)
Los Alamos Department of Health	Accepts referrals for eligible students who need covered medical services or help applying for other programs such as Women, Infants and Children's supplemental nutrition assistance program.	Informal (inactive)
Immigration Office at Los Alamos National Labs	Advertises our ESL classes to the Los Alamos community and LANL employees.	Informal (active)
Bilingual Montessori School	Provides classrooms for Early Childhood Education Program for completion of student practicum. Priority hiring given to our program participants.	Informal (complete)
Ark Child Development Center	Provides classrooms for Early Childhood Education Program for completion of student practicum. Priority hiring given to our program participants.	Informal (complete)
UNM Los Alamos Student Services	Assists adult education students with applying for UNM-LA enrollment, registering for class, and academic advising.	Informal
UNM Los Alamos Academic Support Center	Provides one-on-one tutoring, support, and workshops in academic contexts.	Informal
UNM Los Alamos Career Services	Assists students with major and career exploration, job-search preparation, and opportunities for gaining experience in their chosen fields.	Informal
LANL Foundation	Provides funding and resources for our IET programs as well as Community and Continuing Education.	Informal
Triad	Provides internships for IET students.	Informal (inactive)
Regional Development Center	Provides funding for our IET programs.	Informal (inactive)

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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?

The 2024-2025 PL plan focused on staff and instructor training for IELCE programs, data entry and management, and improving the post-testing rate. After some improvements in data management in fall 2024, staff turnover led to decreased efficacy in those areas in spring 2025. Documented IELCE enrollment for the 2024-2025 program year was only one student, so any developments for that year had limited impact. We did not seek IELCE funding this cycle, but, in the future, IET and ESL instructors will likely benefit from similar learning opportunities.

- 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?

Most of the staff members who participated in these trainings have separated from the Adult Education program. Participating in monthly data meetings and a NMAEA data workshop seemed effective because of the improved outcomes in the fall.

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

Data management has been a persistent issue, so even a temporary improvement in the program is a success. Aside from staff turnover and departmental disruptions, there are always challenges getting people with diverse schedules together for effective collaboration.

- 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?

Looking ahead to 2025-2026, many of the trainings that were important for the previous PL plan were held at NMAEA. Unfortunately, no staff from UNM-LA AE are able to attend NMAEA this year, so we will be looking for other opportunities to train staff in best practices for distance learning, online/hybrid instruction, ESL/ABE instruction, etc.

Perhaps the most important consideration for UNM-LA is that most of our instructors are part-time contractors, teaching only one or two classes, and their schedules do not allow them to attend multi-day, out-of-town professional learning opportunities. We intend to hire an additional part-time staff instructor this FY, but contractors will likely remain the core of our instructional staff for the foreseeable future, so we will be looking for online/hybrid professional development experiences from Propel, NM Delt, and other organizations to meet instructor PL needs and strengthen our program.

Section II. Core Indicators of Performance 2024-2025

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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)	85
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	19
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	25/(85-1-7)
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	32%

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%	49%	48%
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	100%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	24%	35%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	31%	23%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$8,057	\$8,210

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Section III. Evaluation of Program Effectiveness

Directions: Answer each of the following questions. Ground your answers in your data. Answers should be single-spaced.

1. Discuss your retention rate and its changes compared to PY 2023-2024 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

While our enrollment dropped considerably from 109 NRS participants in 2023-2024 to 85 NRS participants in 2024-2025, our retention rate of 78% remained steady. We did have challenges retaining non-credit instructors and had reduced staff capacity for new student outreach and orientation, but when classes are available, students attend. We attribute this to our engaging instructors, quality instructional materials, flexible class times, and committed student body.

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

Our post-testing rate has been below 60% for several years, this year falling from 42% in 2023-24 to 32% in 2024-25.

In 2024-2025, we intentionally did not post-test participants in IET programs who pre-tested to enter the program and earned an MSG Type 1c (transition to postsecondary education or training program) or Type 5 (earning a credential). Similarly, continuing students who earned an MSG Type 1d by passing an HSE subtest were not required to post-test during the transition from TABE 11/12 to TABE 13/14.

Even considering these factors, our post-test rate has been and remains far too low. Multiple program managers have made good faith efforts to increase the post-testing rate by attempting to improve or refine the same basic system. In the coming academic year, we will try a different process in hopes of finally improving our post-test rates.

Since at least 2021, post-testing has been the responsibility of individual instructors for their specific classes, with the PM providing test tickets throughout the semester for students with 40 instructional hours. The second criteria for testing—if the instructor thinks the student is ready—led to the instructors also being responsible for the timing and administration of tests, usually during class time. For years, efforts to improve our post-test rate have centered on reminding instructors, emphasizing the importance of testing, and creating better procedures for the PM to distribute test tickets and remind instructors of their responsibility to test.

In the coming academic year, we will instead approach this as an issue of data management and will attempt to centralize the process. Limited individuals will be responsible for tracking readiness and administering tests to students across all programs. My hope is that by centralizing the process from 6+ points of responsibility to two, we can eliminate opportunities to disrupt or delay the essential post-testing process and make it easier for the PM to provide support and oversight, ultimately increasing our post-test and MSG rates.

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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.

- a. Measurable Skill Gain. *Negotiated level: 40%; State goal: 56%; UNM-LA 2024-25: 48%.*

While our MSG rate exceeds the negotiated performance, it falls below the state goal. Historically, our program has had high MSG rates among students who were post-tested, especially for ESL. Thus, we believe one contributing factor is our very low post-testing rate of 32%—we cannot capture MSGs if we do not effectively test our students.

NRS Table 4b shows results for students who were post-tested. In 2021-2022, 77% gained an Educational Functioning Level (EFL), or an MSG Type 1a. In 2022-2023, that number was 84%. However, since 2023, our Type 1a MSGs, especially for ABE students, have decreased. We have increased MSGs since 2023 with IET programs providing Type 1c (transition to post-secondary education or training) and Type 5 (credential attainment). Eleven students, or 34% of ABE MSGs, passed an HSE subtest, qualifying for a Type 1d MSG.

Despite these gains, our overall MSG rate has decreased. The low post-test rate does not tell the whole story, and in this metric we may also see some impacts of inconsistent staffing over the last two years, especially for ABE programming.

- b. Credential attainment

Because of our successful IET programs, we have seen an increase in credential attainment for eligible students to 100% of our 22 IET participants completing their programs in PY25.

- c. Employment second quarter after exit

Our percentage of student employment second quarter after exit, 35% in 2024-2025, falls below the negotiated performance level and state goals for this academic year (41% and 44%, respectively). As in previous years, we have lacked adequate staff to conduct the after-exit surveys necessary to accurately capture and likely increase this metric. From a record-keeping perspective, better procedures for data entry will improve the number of students whose after-exit employment can be tracked from the more accurate SSN match. Additionally, a number of our learners do not intend to enter the workforce in the next year, which is another factor contributing to the low rate of employment after exit. For example, most Delancey Street residents in our HSE classes will not enter the workforce in the next year, and grandparents in multigenerational homes seek ESL instruction to improve their family and community engagement, rather than employment prospects.

- d. Employment fourth quarter after exit

Our percentage of student employment fourth quarter after exit, 23% in 2024-2025, falls below the negotiated performance level and state goals for this academic year (41% and 45%, respectively). As in previous years, we have lacked adequate staff to conduct the after-exit surveys necessary to accurately capture and likely increase this metric. From a record-keeping perspective, better procedures for data entry will improve the number of students whose after-exit employment can be tracked from the more accurate SSN match. Additionally, a number of our learners do not intend to enter the workforce in the next year, which is another factor contributing to the low rate of employment after exit. For example, most Delancey Street residents in our HSE classes will not enter the workforce in the next year, and grandparents in multigenerational homes seek ESL

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instruction to improve their family and community engagement, rather than employment prospects.

e. Median earnings second quarter after exit

Our students' median earnings second quarter after exit were \$8,210 for the 2024-2025 program year, nearly double the negotiated performance and state goal of \$4,600. This number is a slight increase from the UNM-LA 2023-2024 program year median earnings of \$8,057.

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

Our strategy to improve outcomes includes sufficient, consistent, and well-trained administrative staff, as well as a data-driven approach to continuous program improvement, as detailed in a later response.

Our MSG rate this year is 48%--well below the state goal of 56%. However, as previously mentioned, our MSG rates are historically high among students who are properly pre- and post-tested, especially in ESL. In the 2025-2026 program year, we will take a new approach to increasing our post-testing rate and, by prioritizing consistency in course offerings, we can build on previous instructional successes to improve our MSG outcomes.

Additionally, UNM-LA was contracted to participate in the National External Diploma Program (NEDP), but due to staffing changes, the program did not take off in the 2024-2025 program year. A small but important number of our current students may benefit from this competency-based high school equivalency option. We will conduct outreach to potential students who may be motivated to pursue a credential if it does not require testing, and we hope to increase our Type 2 MSGs by better serving a population likely to succeed with the NEDP.

We believe that having sufficient staff to complete after-exit surveys and more consistently follow up to document social security numbers upon entry into the program will help improve our second-quarter and fourth-quarter employment rates.

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

Data is from Laces Tables *4, **4a, and ***5 for individual years.

Participant Outcomes	2022-2023	2023-2024	2024-2025
MSG All Subjects, All students *	41%	49%	48%
Reading, ABE students	67%	18%	6%
Writing, ABE students	67%	18%	6%
Mathematics, ABE students **	67%	12%	12%
English Language Acquisition, ESL students **	100%	88%	82%
Transition to postsecondary education and training**	5%	30%	25%
Passing a Subtest on a State-recognized High School Equivalency Examination, ABE only**	--	25%	23%
Employment 2nd Quarter after exit***	43%	24%	35%
Employment 4th Quarter after exit***	45.5%	31%	23%
Median income***	\$5,973.85	\$8,056.97	\$8,209.75

*1Data is from Laces Tables *4, **4a, and ***5 for individual years.*

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While our MSG rates remain well below the state goal of 56%, in the last two years we have seen improvements from a low in PY23, despite staffing disruptions. While our post-tested EFL gains for ABE students continued to decline sharply, we have nearly a quarter of ABE students passing a subject subtest, placing them closer to completing their HSE. We believe leveled HSE classes and subject-specific supplemental courses may help increase these post-test gains and support students who enter at ABE L4-6 increase their rate of passing subject subtests.

With staffing instability and inconsistent course offerings through PY25, we see corresponding decreases in performance, including in our historically strongest area of ESL instruction. A focus on hiring, training, and retaining instructors for reliable course availability will be a strong step to begin improving EFL performance metrics.

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.

A data-driven approach to continuous program improvement (CPI) is at the center of our plan to continue recovering from recent and ongoing challenges. For example, identifying gaps in our targets for data management, such as a delay in entering a large proportion of new intake paperwork, and reviewing TABE data to find a subset of students who would benefit from more structured advising, lets us identify short- and long-term staffing needs.

TABE data is among our most important resources. In planning and hiring for the fall 2025 schedule, we prioritized leveled ESL classes in response to a review of data on level distribution for existing students. Similar data tells us that our next priority needs to be leveled HSE instruction followed by subject-specific supplemental instruction for the subtests in which our students tend to struggle, which we can continually refine based on regular analysis of TABE and subtest results. Instructors use results to plan lessons and informal assessments throughout the semester. Administratively we use attendance records to correlate class types and times with student interest/availability.

In previous years a google form survey of students provided useful feedback, and we will use a similar survey this year, hoping to establish it as a once-per-semester practice allowing us to identify trends over time.

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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	100	\$1,500	\$15
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	90	\$4,260	\$47.33
Referrals to and coordination of activities with other programs and services.	Career Service	10	\$350	\$35
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	50	\$300	\$6
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	5	\$200	\$40
Total:		100	*\$6,610	\$66.10
Integrated Education and Training (IET) programs	Training Service	22	\$0	\$0

*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.

In general, we strive to hold regular meetings with the LWDB and local One-Stop staff to coordinate and integrate services to comprehensively support students. These connections have been paused due to staffing shortages and turnover, but re-establishing our collaborations is essential to effectively align educational content with job market requirements and engage in community outreach to connect students and job-seekers with the training opportunities they need.

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards>. How did your program align adult education and literacy activities in 2024-2025 with your Local Area Plan? What's working well? What are your biggest challenges?

In 2024-2025, our program aligned adult education and literacy activities with the Northern Workforce Development Board's Local Area Plan by using data from the local labor market and workforce assessments to inform program design and implementation. By understanding the goals and priorities of local employers, we are better able to teach industry-relevant skills. Our challenges include limited resources, staff shortages, and inconsistent programming. Additionally, rapid changes in the labor market and emerging industries make it difficult to keep our program aligned with current workforce demands. Despite these challenges, we continue to prioritize alignment with the Northern Workforce Development Board's Local Area Plan and intend to leverage our successes and collaborations to improve our program's effectiveness and regional impact.

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.

Career Pathways are integrated into our adult education program at UNM Los Alamos to support students. Our approach begins with initial student assessments and continues throughout their educational journey.

- Initial Assessment and Goal Setting: During the enrollment process, each student undergoes an initial assessment that includes discussions about their career aspirations, current skills, and educational background. This helps us identify those who may benefit most from career planning and advising.
- College and Career Skills classes: We offer classes focused on soft skills, goal setting, time management, digital literacy, and other skills essential to success in new employment opportunities and transition to postsecondary education or training. Students likely to benefit from these classes are encouraged to attend.
- Certificate Programs: In collaboration with Continuing Education, we provide students with information about available certificate programs and opportunities to develop skills and credentials for in-demand fields.
- Pilot Advising Program for 2025-2026: In a pilot program beginning this fall, targeted and opt-in students will meet with a systems navigator for initial and ongoing advising sessions to discuss short- and long-term college and career goals and identify clear paths to achieving them. Students will be active participants in developing personalized learning plans that map how they can most effectively use available resources. These structured advising sessions will be documented and made available to appropriate program staff, so instructors and other administrators who may work with the students will have up-to-date information about their learning plans and progress.
- Integrated Education and Training (IET) Programs: These programs are designed to align closely with local labor market demands, ensuring that students acquire relevant skills for in-demand jobs.
- Workforce Partnerships: Partnerships with local employers, workforce development boards, and industry professionals who provide insights into career opportunities can help facilitate job placements for our students. These connections are integral to ensuring that our students receive real-world guidance and opportunities.
- Ongoing Support and Follow-up: Career planning and advising do not end at graduation. We offer ongoing support to alumni, helping them navigate career changes, pursue further education, or access additional training as needed. This long-term support structure is critical for ensuring that students remain on track to achieve their career goals.

Using this approach, we ensure that students are not only academically prepared but also equipped with the tools and guidance they need to succeed in the workforce.

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).

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3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?	26%
4. Enter MSG rate of your IET participants.	100%
5. Discuss successes, challenges, and lessons learned from IET programming this year.	

In the 2024-2025 program year, our key success in IET was connecting students with training for an in-demand career (early childhood education), with a nearly 100% placement rate after completing the non-credit program. Challenges included creating effective design and co-teaching teams in which all parties had the required training in IET principles, development of contextualized curriculum, and required deliverables. Trained staff were not strategically deployed into active programs, so implementation plans that envisioned ongoing communication with a clearly defined design team fell short.

We are actively hiring a dedicated IET instructor to replace lost staff. Instructors, administrators, and relevant leadership within the university will receive appropriate training so the entire program team shares a clear understanding of the requirements and expectations for IET programs.

A key lesson learned is to make better use of the design, planning, and implementation toolkits provided by OCTAE and other resources to ensure we launch IET programs with clear performance metrics and plans for credential/certification attainment that align with employer needs. Another crucial lesson learned is the importance of clearly and sensitively introducing IET principles, benefits, and obligations to potential content instructors and working towards true collaboration in program development.

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Section VI. Curriculum and Instruction

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

In the first half of the 2024-2025 academic year, an experienced and trained director provided a multi-day student orientation that included program goals, reasons for testing, and local resources to reduce barriers to education. This also, when possible, enabled students to complete the required pre-testing before classes began. In the second half of the academic year, due to understaffing and inadequate administrative transition, there was not a formal orientation before the spring start of classes. For new students and students joining mid-semester, onboarding was informal and left to instructors on a case-by-case basis. There were sometimes lengthy delays in intake testing.

We have improved intake testing for new students to occur within the required 12 contact hours and are working to resolve progress testing for continuing students. In Spring 2026, we expect improved staffing and instructor training will allow us to resume a pre-semester formal orientation that includes preliminary career planning and intake testing for incoming students. Until staffing levels improve, we will create a temporary intake process through clearer procedures to manage rolling enrollment, better training for instructors, and more organized written materials.

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

Our program provides six hours of direct instruction in most classes, generally distributed over three or four consecutive weekdays, so students have consistent and frequent instruction to create and maintain substantial learning gains. We also encourage students to use free access to the digital learning platforms Rosetta Stone (ESL) and Essential Education (HSE) for self-directed study.

This combination ensures that students receive focused, in-depth teaching during direct instruction, where they can engage with complex concepts and receive immediate feedback. Independent study in a digital platform allows students to reinforce and apply what they've learned by completing additional practice in a structured platform that provides immediate, if limited, feedback. This structure supports consistent engagement with the material, enabling steady learning gains and the development of self-directed learning skills, which are crucial for long-term success.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of 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.

Programmatic elements that support student success have included a robust orientation process that informs students about the various services available to them at UNM-LA. Resuming this orientation process by Spring 2026 is an important part of our plan to address barriers to learning. In Fall 2025, we are introducing a pilot program for adult education advising with systems navigators, which will allow us to identify student needs and direct them to available resources, including the campus Academic Support Center, IT services including access to laptops to overcome barriers to digital learning and promote digital equity, additional college and career counseling, and wraparound services available in the community.

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Most of our classes are delivered using a hybrid model, allowing students to engage in learning both in person and online, according to their needs.

Additionally, we offer formal and informal digital literacy instruction to ensure students can effectively use online resources as integral tools in their learning journey. We are refining the curriculum for our College and Career Skills class so it more clearly emphasizes digital literacy in an applied context—using online and digital resources in a way that aligns with students’ real-life needs and applications commonly necessary in post-secondary education and training programs and careers.

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

Our program aligns instruction with the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS) by adopting curricula explicitly based on these standards to ensure that our students receive a high-quality education tailored to their needs. To support our educators in delivering effective instruction, we provide them with the CCRS and ELPS documentation, along with a range of curricular resources that enable them to develop comprehensive units and lessons. These resources allow our teachers to create engaging, standards-aligned instruction that not only meets the diverse needs of our learners but also prepares them to achieve their academic and professional goals.

Professional development opportunities for new instructors, especially in ABE/HSE, would deepen our instructors’ understanding of how the CCRS and ELPS inform lesson plans while maintaining an authentic and responsive classroom experience.

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.

Adults, including educators, learn by doing. When we cultivate environments that rely on and respect the learners’ experience and expertise, we invite them to become partners in generating knowledge, rather than passive recipients. For students, this may mean scaffolding up from what they already know (which is almost always more than they think). Educators empowered to innovate and adapt are more invested and authentic in their instruction, because it reflects their insights into and understanding of the material, of teacher-student relationships, and of the specific constellation of individuals in a specific class. In ABE especially, we must be mindful that our student populations have not been served by conventional education systems and methods. I believe the most sustainable gains come from low-stakes, high-success opportunities; hands-on active learning; and the kinds of autonomy enabled by brain-based learning models like Training from the Back of the Room.

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).	1
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).	0%
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).	0%
• Achieved Citizenship Skills	0%
• Voted or Registered to Vote	0%
• Increased Involvement in Community Activity	0%
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)	0
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4.	0%
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.	

IELCE was the top professional learning priority for the UNM-LA Adult Learning Center in 2024-2025. Planned training for instructors and staff included legislative review, internal planning, and LINCS courses. Ultimately, the plan fell short with low success for direct recruitment and additionally we did not successfully track two ELLs who enrolled in IET programs.

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.
- We do not have IELCE funding for the 2025-2026 academic year. However, as we continue to serve English language learners who are pursuing employment, we will implement lessons learned from our efforts in the last grant cycle when we did receive IELCE funding but had low participation. Those lessons include the need to more proactively identify interested learners through career planning sessions, more widely advertise available programs and career pathways, and more effectively leverage opportunities to integrate language learning with technical skills for regionally in-demand industries and occupations.
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.

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Although we do not have IELCE funding for the 2025-2026 academic year, we will proactively connect with the local workforce development system as we continue to serve English language learners seeking employment in our service region. A first step will be identifying potential participants and connecting them with relevant opportunities in our program.

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.

While we are not receiving IELCE funds in the current grant cycle, we will continue to encourage language learners to join our workforce and IET programs. With only one participant tracked in LACES in 2024-2025, a starting point for technical assistance would be better understanding of how to identify and track these students.

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

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

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

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B). 2

2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). ____50%____

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.

During the 2024-2025 program year, we delivered comprehensive educational support to learners at the Delancey Street Foundation through an HSE class and an on-site Welding IET. Only two students were categorized as corrections education in LACES, but the HSE class had an enrollment of 8-10 learners at any given time, and the IET had eight participants.

To prepare learners for the HiSET exam, we provided an instructor for remote classes and supplied textbooks, workbooks, and other educational resources to facilitate learning. We provided test tickets to support the Delancey Street education team in administering and interpreting TABE tests. In the Welding IET, Delancey Street residents learned trade and employability skills from an experienced welder and, through the WIN grant, received career training and support, individual laptops, and necessary PPE for future welding jobs.

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.

While we did not apply for WIOA Section 225 funding in the 2025-2029 grant cycle, we will continue to serve students at Delancey Street with quality HSE instruction and IET programming that aligns with their needs. The biggest challenges we encounter are that their location has very poor internet and strict restrictions on use of technology. We are working with the Delancey Street education team and our on-campus IT department to find suitable solutions.

As we continue to serve learners in this population, we hope to provide comprehensive support, including information on career pathways and transition to additional postsecondary education or training. Our staff would benefit from professional development related to re-entry initiatives and other post-release services.

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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. \$6,610

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>

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

Total hours contributed	Fair Market Value per Hour	Total
0		<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>

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. \$18,107.44

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
1,250	\$2.17	\$2,712.50

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2024-2025.

Source	Amount
	N/A

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount
	N/A

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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.