



2026-2027 STUDENT HANDBOOK



Far West
Adult Education Consortium

YSLETA COMMUNITY LEARNING CENTER

Student Handbook 2026-2027

Table of Contents

Welcome	3
Mission Statement	4
Vision Statement	4
Overview of Program	4
Goals	4
Campus Leadership	5
Professional Learning Teams	5
Intake Procedures	6
Classes Offered	7
Attendance Policy	8
Support and Student Services	9
Dress Code	9
No Children on Campus	10
No Weapons on Campus	11
Policy on Drugs and Alcohol	11
Code of Conduct	12
Cell Phone Policy	14
Emergency Procedures	15
Grievances and Complaints	18
Collaborating Organizations	19

WELCOME



Ysleta Community Learning Center **EMPOWERING ADULTS FOR A BETTER FUTURE**

121 Padres Dr. • El Paso, Texas 79907 • 915-434-9400

July 13, 2026

Dear Students,

Welcome to Ysleta Community Learning Center - Adult Education Program! We are excited that you have chosen to continue your education with us. Taking this step shows your commitment to reaching your personal, academic, and career goals - and we are here to support you every step of the way.

As part of the Texas Workforce Commission (TWC), it is our mission to guide our students toward postsecondary education or high-demand workforce placement. We have designed our curriculum to meet the needs of adult learners, offering flexible schedules and innovative use of technology.

Our program offers a variety of classes and services, including:

- High School Equivalency (HSE) - GED preparation
- Integrated Education and Training (IET) for CDL-B, Phlebotomy Technician and EKG Technician
- Internationally Trained Professionals (ITP)

You are now part of the community of learners who, like you, are working hard to build brighter futures for themselves and their families. We encourage you to stay motivated, attend classes regularly, and take advantage of the resources available to you. To help you navigate through our program, this handbook contains important information about our classes, policies, and procedures. Please read through it carefully and keep it handy for future reference.

Our instructors and staff are dedicated to your success. Please do not hesitate to reach out if you have questions, need guidance, or want to learn more about opportunities available through our program.

Sincerely,

Rubina Flores-Jurado

Director, Ysleta Community Learning Center - Adult Education

Mission Statement

To empower adult learners by providing high-quality, accessible, and inclusive education that supports academic achievement, workforce readiness, and personal growth, enabling learners to succeed in their careers, communities, and lives.

Vision Statement

To be a transformative learning community where every adult has the opportunity to achieve their full potential through lifelong learning, career advancement, and civic engagement.

Overview of Program

Our Adult Education Program is dedicated to empowering individuals by providing equitable access to high-quality educational opportunities that support academic achievement, workforce readiness, and lifelong learning. We serve adult learners from diverse backgrounds who are seeking to earn their High School Equivalency (HSE), improve basic literacy and math skills, or gain industry-recognized credentials through Integrated Education and Training (IET) programs.

We believe that education changes lives, and our instructors and staff are committed to creating inclusive, student-centered learning environments that respect the unique experiences and goals of adult learners. Through personalized instruction, wraparound support services, and strong community partnerships, we strive to help our students achieve success in their careers, families, and communities.

We are dedicated to Empowering Adults for a Better Future!

Goals

Our program goals are as follows:

1. To emphasize recruitment, induction, and retention for increasing enrollment in Integrated Education and Training (IET), High School Equivalency - HSE (GED), and Internationally Trained Professionals.
2. To focus on the contract between YISD/YCLC and Workforce Solutions-Borderplex to provide an articulated career plan for adults and out-of-school youth to achieve high school equivalency and continue workforce training or college transitions from adult education to post-secondary education and/or employment.
3. To collaborate with Far West Adult Education Consortium members and Workforce Solutions/Borderlex to exceed performance metrics in 9 of 9 focus areas for the new program year.

Campus Leadership

- Rubina Flores-Jurado, Director: rjurado1@yisd.net
- Armando Flores, Coordinator: aflores283@yisd.net
- Yoliett Puga, Instructional Specialist: ypuga@yisd.net
- Maria Anaya, Career Navigator: manaya@yisd.net

Professional Learning Teams (PLT)

- High School Equivalency - HSE (GED)
 - Cecilia Borjon
 - Omar Carrasco
 - Neyra Coello
 - Brandie Hidingier
 - Diana Lemon
 - Heidi Nava
 - Claudia Soto
 - Leticia Torres
- Integrated Education and Training - IET
 - Isabel Guzman - Phlebotomy
 - Jaime Herrera - CDL-B
 - Osvaldo Realyvasquez - EKG
 - Angie Varela - EKG
 - Heidi Nava, Leticia Torres and Elva Villalobos - Academic Skills
- Internationally Trained Professional - ITP
 - Mary Lou Boisselier
 - Georgina Tena
- Administrative Professionals
 - Keila Aguirre
 - Ruben Baeza
 - Melinda Hernandez
 - Samantha Mata
 - Diana Olivares

Intake Procedures

To enroll in our Adult Education Program, students must follow a multi-step intake process. This process is designed to ensure that students meet the program and work authorization eligibility requirements, complete the necessary assessments, and attend orientation to get started on the right foot. Below are the steps for intake:

- Step 1: Registration
 - To register, students must present the following forms of identification:
 1. Texas REAL Identification Card or Driver's License - A valid Texas driver's license or Texas state-issued identification card is required for verification, US Passport or Permanent Resident Card
 2. Social Security Card - This is used for administrative and record-keeping purposes required by TWC.
- Step 2: Assessments
 - After providing identification, students will need to complete a comprehensive assessment to determine their academic level and class placement. This step typically involves:
 1. Placement Baseline Tests - Tests are used to gauge the student proficiency in key subject areas. This helps ensure students are placed in classes that match their current skill level.
 2. Assessment Interview - During the assessment process, a program representative will discuss student's educational goals and help them select the appropriate classes.
- Step 3: Orientation
 - Once students have completed the assessment, they must attend a mandatory orientation. Orientation provides important information about the program, including:
 1. Program Overview - Learn about the program's structure, goals, and available resources.
 2. Class Schedule - Review class schedule
 3. Student Expectations - Understand the expectations for attendance, participation, and conduct.
 4. Support Services - learn about the various support services available to help students succeed.

Classes Offered

Our program offers various classes to meet the needs of our students

- **High School Equivalency (English & Spanish GED)**

Our High School Equivalency (HSE) classes are designed to prepare students, +19 years of age, for the GED exam. Classes are conducted in both English and Spanish and cover all exam subjects, including Math, Science, Social Studies, and Reasoning through Language Arts. We offer a comprehensive curriculum to ensure students are fully prepared for their GED exams to earn their certificate and open new opportunities.

- **GED Vouchers**

Texas Workforce Commission (TWC) provides GED vouchers for each exam subject, with a total value of \$145. This covers the full cost of the GED exam, including all four subjects. Students are encouraged to take advantage of this resource to minimize the financial burden of pursuing their GED.

Each student in the GED/HSE program must complete the GED Ready assessment, which is provided at no cost to ensure readiness for the actual GED exam. The program aims to support students in achieving their high school equivalency and advancing to post-secondary education or workforce training.

- **Integrated Education and Training (IET)**

IET programs integrate adult education and literacy activities with workforce preparation and training. These programs are designed to prepare students for specific occupations or occupational clusters. IET programs encompass various training types, such as occupational skills training, on-the-job training, and programs that combine workplace training with related instruction.

- **English for Internationally Trained Professionals (ITP)**

These classes are for professionals with degrees or credentials from their native countries. The curriculum provides contextualized ESL instruction tailored to each student's goals and needs, allowing them to build their English skills to succeed in their careers.

- **Distance Learning**

Each student must complete at least 3 hours of distance learning per week. Distance learning materials come in various formats, including web-based programs, print, audio recordings, videos, broadcasts, computer software, and other online technology.

- **Individual Training, Education, and Career (ITEC) Plans**

ITEC plans are designed to help students achieve educational and career goals. The plan outlines both short-term and long-term goals, along with the implementation steps necessary to achieve them. Career and college planning should begin at intake or orientation, where initial information about career objectives and goals is collected.

- **Workforce Preparation Activities**

Workforce preparation activities are designed to help individuals acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. These skills are essential for transitioning into and completing post-secondary education or entering the workforce. Activities may include using resources, working with others, and understanding systems, as well as other employability skills.

Attendance Policy

Attendance is a crucial component of our program, and students are expected to attend at least 90% of all scheduled classes. Regular attendance is key to academic success and is required to maintain enrollment in the program.

- **Attendance Requirements:**

1. *90 Percent Rule* - All students must maintain at least a 90% attendance rate for the classes they are enrolled in.
2. *Informing Instructors* - If students are unable to attend class, they must inform their instructor. This can be done via Remind or Google Classroom. Please provide a brief explanation of your absence
3. *Tardiness and Early Departure* - Being on time is just as important as attending class. Students are expected to arrive on time and stay for the entire duration of the class. Late arrivals and early departures may impact your attendance rate.
4. *Tracking Attendance* - Students must sign in and sign out each day. This accurately records the entry and exit times.

- **Consequences of Poor Attendance:**

If attendance falls below 90%, the following steps will be taken:

1. *Instructor Notification* - The instructor will contact the student to discuss attendance issues, remind them of the 90% requirement, and document notification.
2. *Registrar Notification* - The registrar will contact the student to document attendance issues and notify administrators of the attendance concern.
3. *Meeting with Administration* - If attendance problems persist, the student may be required to meet with the program administrators to discuss the reasons for absences, be placed on academic probation, and determine corrective actions to be taken.
4. *Program Dismissal* - If attendance does not improve after the above steps, the student may be dropped from the program and may not be eligible to re-enroll.

Attendance plays a significant role in the success of the program and the progress of each student. We highly encourage all students to maintain regular attendance and promptly communicate with instructors about any absences.

Support and Student Services

Our program is committed to helping students succeed both inside and outside the classroom. Students have access to a variety of services, including:

- **Academic Support**
Tutoring, study resources, and guidance to strengthen learning skills.
- **Career and Transition Services**
Assistance with career planning, job search, resume writing, and next steps toward college or training programs is provided by our Career Navigator.
- **Technology Support**
Help with digital tools, online learning platforms, and computer or device use is provided.
- **Advising and Referrals**
The Career Navigator is available to connect students with community resources such as childcare, transportation, health care, and other support services.

Dress Code

Students are expected to dress in a manner that is clean, neat, and appropriate for an educational environment. Clothing should not distract from or disrupt the classroom atmosphere or interfere with the safety and respect of others. The following guidelines help ensure a comfortable and respectful learning environment:

- **General Guidelines:**
 1. *Clean and Neat* - Clothing should be clean and free from excessive wear, tears, or stains.
 2. *Appropriate Coverage* - Clothing must provide appropriate coverage. Avoid wearing attire that is excessively revealing, such as low-cut tops, crop tops, or very short skirts or shorts.
 3. *Prohibited Items* - Clothing with offensive language, graphics, or symbols that promote violence, discrimination, drug or alcohol use, or other inappropriate themes is not allowed.
 4. *Footwear* - Appropriate footwear must be worn at all times for safety reasons. Open-toed shoes or sandals may not be allowed in certain lab-based classes. Check with your instructor for specific requirements.
 5. *Accessories and Jewelry* - While accessories and jewelry are generally acceptable, they must not pose a safety risk or disrupt the class. Items that could cause harm, like sharp objects, should be avoided.
- **Enforcement:**

If an instructor or program director determines that a student's clothing violates the dress code, the following steps will be taken:

 1. *Correction* - The student will be asked to correct the issue, either by changing clothing or adjusting attire to meet the dress code.

2. *Warning*: If the problem persists, the student will receive a warning and may be required to leave the class to correct the issue.
3. *Program Dismissal* - Repeated violations may result in dismissal from the program.

The dress code is designed to ensure a positive learning environment where all students can focus on their studies without unnecessary distractions. Please be aware of these guidelines and dress accordingly. If students have any questions about the dress code, contact their instructor or the program director.

No Children on Campus

To maintain a focused and safe learning environment, students are not allowed to bring children to the classroom or any other part of the campus during class hours or program activities. This policy helps ensure a conducive atmosphere for adult education and minimizes disruptions to the learning process.

- **Reasons for the Policy:**

1. *Safety* - The campus is not equipped to safely accommodate young children. There are no childcare facilities, and adult education programs are designed for students aged 16 or above.
2. *Distraction* - Having children on campus can be distracting for other students and instructors, affecting the quality of education and classroom management.
3. *Liability* - The school is not liable for any injuries or accidents involving children on campus. By prohibiting children, we aim to reduce safety risks and ensure a professional environment.

- **Enforcement:**

Students who bring children to campus will be asked to make immediate arrangements for their care. Repeated violations of this policy could result in dismissal from the program.

We understand that many students have family responsibilities, but for the benefit of all students, it is essential to keep the campus a child-free environment. If you require assistance with childcare or have other family-related concerns, please contact the program administration. We can direct students to local resources that may be able to help.

Thank you for your understanding and cooperation in maintaining a safe and productive educational environment.

No Weapons on Campus

For the safety of all students, instructors, and staff, the possession, use, or display of weapons is strictly prohibited on school grounds, including classrooms, parking areas, and any other school facilities.

- **Definition of Weapons:**

A weapon is defined as any object, device, or instrument designed or used to cause harm, including but not limited to:

- Firearms
- Knives with blades over a certain length (e.g., 2.5 inches)
- Brass knuckles
- Explosives or incendiary devices
- Tasers or stun guns
- Any other object that could be used as a weapon to cause injury or intimidate others

- **Enforcement:**

Any student found to be in possession of a weapon will face immediate disciplinary action, which could include:

- Confiscation of the weapon
- Notification of local law enforcement
- Suspension or expulsion from the program

- **Exceptions:**

There may be certain legal exceptions, such as law enforcement personnel in the course of their duties, or other specific exemptions that comply with state laws. Any exceptions must be approved in advance by campus administration.

- **Reporting:**

If students see someone with a weapon on campus, report it immediately to an instructor, a staff member, or campus administration. Do not attempt to handle the situation on your own.

Maintaining a safe and secure learning environment is a shared responsibility, and we thank students for their cooperation. If students have questions about this policy or need clarification, please contact the administration.

Policy on Drugs and Alcohol

To maintain a safe and productive learning environment, it is strictly prohibited for students to attend class or be on campus while under the influence of drugs or alcohol. This policy is in place to ensure the safety, well-being, and academic focus of all students and staff.

- **Prohibited Behavior:**

1. *Drug Use* - The use, possession, or distribution of illegal drugs or controlled substances on campus is strictly forbidden. The presence or odor of marijuana or other illegal substances on clothing, personal items, or the person themselves is not allowed on campus or in class.
2. *Alcohol Use* - Consuming or possessing alcohol on campus or attending class while under the influence of alcohol is prohibited.
3. *Under the Influence* - A student is considered under the influence if their behavior, speech, or physical coordination indicates impairment.

- **Consequences of Violations:**

Students found to be under the influence of drugs or alcohol on campus will face immediate disciplinary action, which may include:

1. *Removal from Campus* - The student will be asked to leave campus immediately.
2. *Meeting with Administration* - The student must meet with the administration to discuss the violation and its impact on their enrollment.
3. *Suspension or Expulsion* - Depending on the severity of the violation, students may face suspension or expulsion from the program.

- **Reporting Suspicious Behavior:**

If you suspect that a student is under the influence of drugs or alcohol, report it to your instructor, a staff member, or campus administration immediately. Do not attempt to handle the situation yourself.

- **Support Services:**

We understand that some students may face challenges related to substance abuse. If students need help with substance-related issues, please contact the administration for referrals to support services and community resources.

Thank you for helping maintain a safe and supportive learning environment. If students have any questions about this policy, please reach out to the administration.

Code of Conduct

As a student in our Adult Education Program, they are expected to adhere to the following Code of Conduct to maintain a positive learning environment:

1. *Respect for Others:*
 - Treat fellow students, instructors, staff, and visitors with courtesy, kindness, and respect.
 - Avoid behavior that may be considered offensive, discriminatory, or harassing.
 - Listen attentively and participate constructively in class discussions and activities.
2. *Attendance and Punctuality:*
 - Attend all classes regularly and arrive on time.
 - Notify your instructor or program administration in advance if you are unable to attend class due to illness or other legitimate reasons.
 - Excessive tardiness or unexcused absences may result in disciplinary action.
3. *Academic Integrity:*
 - Complete all assignments and assessments with honesty and integrity.
 - Avoid cheating, plagiarism, or any form of academic dishonesty.
 - Give proper credit to sources used in academic work and follow citation guidelines.
4. *Behavior and Conduct:*

- Follow all classroom rules and instructions provided by your instructor.
- Refrain from disruptive behavior that may interfere with the learning of others.
- Use language and communication that is appropriate for an educational environment.

5. *Respect for Property:*

- Respect the property of the school, including equipment, facilities, and materials.
- Keep classrooms, common areas, and restrooms clean and tidy.
- Report any damage or vandalism to school property to a staff member or administration.

6. *Compliance with Policies:*

- Follow all school policies and procedures, including those related to safety, technology use, and conduct.
- Adhere to any additional guidelines or rules established by your instructor or program administration.

- **Consequences for Violations:**

Violation of the Code of Conduct may result in disciplinary action, which can include:

1. Verbal warning or counseling sessions
2. Written warnings or probationary periods
3. Suspension or expulsion from the program

- **Reporting Violations:**

If students witness or experience a violation of the code of conduct, report it to your instructor, a staff member, or program administration immediately. All reports will be investigated promptly and handled with confidentiality.

By adhering to this code of conduct, all students contribute to a positive and respectful learning environment for themselves and their fellow students. If students have any questions or concerns about the Code of Conduct, please contact the administration for clarification.

Ysleta ISD's cell phone policy prohibits the use of personal communication devices by students during instructional time in compliance with Texas House Bill 1481. Students are allowed to bring devices to school but must store them in their backpacks/purses or in designated classroom areas, with exceptions for documented medical or disability-related needs and during emergencies. Cell phones and other electronic devices can be valuable tools for communication and learning. However, they must be used responsibly to avoid disrupting the classroom environment. The following guidelines outline appropriate cell phone use within the Adult Learning program:

- **Classroom Etiquette**

1. *Silence or Vibrate* - Before class begins, ensure your cell phone is on silent or vibrate mode to avoid disrupting the class.
2. *No Use During Class* - Use of cell phones during class is prohibited unless specifically allowed by the instructor for educational purposes. This includes texting, calling, or browsing social media.
3. *Stepping Out for Emergency Calls* - If you need to make or receive a call during class, quietly leave the classroom to do so. Keep calls brief and return to class promptly.
4. *Earphones/Earbuds* - Use of earphones or earbuds during class is prohibited unless permitted by the instructor for specific activities.

- **Educational Use**

- *Instructor-Approved Activities* - In some cases, instructors may allow cell phones or other electronic devices for class-related activities, such as research, note-taking, or interactive learning. Always follow the instructor's guidelines.
- *Technology Use in Assignments* - If technology is part of an assignment or project, ensure you're using your device for its intended educational purpose.

- **Consequences for Inappropriate Use**

Inappropriate use of cell phones can result in disciplinary action. Consequences may include:

1. *Verbal Warning* - The instructor may give a verbal warning if a cell phone disrupts the class
2. *Confiscation* - Instructors may confiscate cell phones during class if they are used inappropriately. Devices will be returned at the end of class.
3. *Meeting with Administration* - Repeated violations could lead to a meeting with program administration to discuss appropriate use of cell phones.
4. *Suspension or Expulsion* - Persistent issues with cell phone use could result in suspension or expulsion from the program.

- **Exceptions**

If students have a personal or medical reason for needing to use their cell phone during class, inform the instructor ahead of time. Reasonable accommodations may be made based on individual circumstances.

By following these guidelines for cell phone use, students contribute to a focused and respectful learning environment for themselves and others. If students have questions or concerns about this policy, contact the administration.

Emergency Procedures

The safety and security of our students, instructors, and staff are of utmost importance. The following emergency procedures outline the steps to take in the event of various types of emergencies. Familiarize yourself with these procedures and always follow the instructions of school staff and emergency responders.

- **General Emergency Procedures**

1. *Emergency Contacts* - Know the emergency contact information for the school. In most cases, 911 is the primary emergency contact. Keep emergency numbers accessible.
2. *Follow Staff Instructions* - During any emergency, follow the instructions of instructors, staff, or emergency responders. They are trained to handle various situations.
3. *Stay Calm* - Try to remain calm and help others do the same. Panic can make emergency situations worse.

- **Fire Emergency (Evacuate - Push Panic Button)**

1. *Fire Alarm* - If the fire alarm sounds, immediately evacuate the building in accordance with the emergency evacuation plan.
2. *Assist Others* - Help those who may need assistance, such as individuals with disabilities.
3. *Do Not Re-Enter* - Once outside, stay at the designated assembly point. Do not re-enter the building until authorized to do so by emergency personnel.

- **Medical Emergency (Be Calm & Be Clear - Push Panic Button)**

1. *Call 911* - If someone is injured or has a medical emergency, call 911 immediately.
2. *Provide Assistance* - If students are trained, administer first aid or CPR/AED to offer assistance. Otherwise, ensure the area is clear for emergency responders and stay with the victim until help arrives.
3. *Report to Staff* - Inform the instructor or staff member about the emergency as soon as possible.

- **Severe Weather (Seek Shelter)**

1. *Seek Shelter* - If instructed to shelter in place due to severe weather, move to an interior room or hallway away from windows and doors, crouch down, and cover your head. Follow the instructions of staff or emergency personnel.
2. *Weather Alerts* - Stay informed about severe weather warnings and alerts through local news or weather apps.
3. *School Closures* - In case of severe weather, the school may close or have delayed start times. Check the school's website, social media, or local news for updates.

- **Shelter In Place (Stay Calm)**

1. *Emergency Notification* - Emergency notification will be issued through the PA system.

2. *Lock Down* - If there is a threat, enter a secure location, lock/barricade the door, turn off lights, pull shades down from all windows, and sit/lie on the floor. Do not leave the classroom.
 3. *Silence* - Remain as quiet as possible. Place cell phones on vibrate and call 911 if assistance is needed.
 4. *Avoid Contact* - Do not attempt to leave the secure area or make contact with the threat.
 5. *Wait for All-Clear* - Remain in the secure area until you receive an official all-clear signal from emergency personnel.
- **Active Shooter (Avoid-Deny-Defend - Push Panic Button)**
 1. *Call 911* - Call 911 immediately
 2. *Run/Exit* - If possible, run and exit the building
 3. *Lock Down* - If an exit is not possible, lock and barricade the door with heavy furniture, turn off the lights, and silence your cell phone.
 4. *Fight Aggressively* - If confronted, fight aggressively if possible.

Emergency: Dial 911 and activate your PANIC button

District Security: 915 434 - 0195

District Maintenance: 915 434 -1700

District Emergency Mgmt: 915 434 - 0090

Updated 7/06/26 RFJ

- **Reporting Emergencies**

If students witness an emergency or suspicious activity, report it immediately to your instructor or staff member. Quick action can help prevent injuries or other serious consequences.

By understanding and following these emergency procedures, you contribute to the safety and security of our educational environment. If students have any questions about emergency procedures or require additional training, please contact the administration.

Grievances and Complaints

We are committed to providing a fair and respectful learning environment for all students. If students have a grievance or complaint regarding the program, staff, instructors, or fellow students, please follow the procedure outlined below. This process ensures that your concerns are heard and addressed in a timely and fair manner.

- **Types of Grievances**

Grievances may include, but are not limited to:

- Discrimination or harassment based on race, gender, sexual orientation, disability, religion, or other protected characteristics
- Unfair treatment by staff, instructor,s or other students
- Academic issues, such as grading disputes or class assignments
- Safety or security concerns
- Violations of student rights or the code of conduct

- **Grievance Procedure**

1. *Informal Resolution* - Before filing a formal complaint, attempt to resolve the issue informally. Discuss your concern with the person involved or your instructor. Many grievances can be resolved through open communication.
2. *Formal Complaint* - If the issue is not resolved informally, submit a formal complaint to the program administration. The complaint should include a detailed description of the problem, relevant dates and times, and any supporting evidence.
3. *Investigation* - Upon receiving a formal complaint, the program administration will conduct an investigation into the matter. This may involve interviewing relevant parties, reviewing documentation, and gathering additional information.
4. *Resolution and Response* - After the investigation, the administration will provide a response outlining the resolution to the grievance. If the grievance is valid, appropriate corrective actions will be taken. The response will include any steps to prevent similar issues in the future.
5. *Appeals* - If you are not satisfied with the resolution, you may appeal the decision to a higher-level administrator. The appeal must be submitted in writing within a specific time frame (e.g., 10 business days) after receiving the initial response.

- **Confidentiality and Non-Retaliation**

All grievances and complaints will be handled with confidentiality. Retaliation against any student who files a complaint or grievance is strictly prohibited. If you experience retaliation, report it immediately to the program administration.

- **Contact Information**

To file a grievance or complaint, contact the program administration. Include all necessary details and any supporting documentation. The administration will acknowledge receipt of your complaint and guide you through the process.

By following this procedure, we aim to address grievances and complaints fairly and effectively, ensuring a positive and respectful learning environment for all. If you have any questions about the grievance and complaint process, please contact the program administration.

Collaborating Organizations

Ysleta Community Learning Center - Adult Education (YCLC) is part of Ysleta Independent School District and a grant provider for the Adult Education and Literacy grant. As part of the Far West Adult Education Consortium (FWAEC), YCLC collaborates with several organizations, including:

- San Jacinto Adult Learning Center, El Paso Independent School District
 - 1216 Olive St., El Paso, Texas 79901
 - (915) 230-3200
- Socorro Community Education, Socorro Independent School District
 - 12380 Pine Springs, El Paso, Texas 79928
 - (915) 937-1700
- Workforce Solutions Borderplex (WSB)
 - <https://www.borderplexjobs.com>
 - (915) 887-2600
- Criminal Justice Department County of El Paso
 - 800 E. Overland Ave., El Paso, Texas 79901
 - (915) 273-3353