

Annual Program Report

2023-2024

Cover Page

Program Name:	ABQ-ALC High School Equivalency & Career Pathway Program	
Institution or Organization:	Albuquerque Adult Learning Center, Inc.	
Address:	239 Elm Street NE	
City:	Albuquerque	
County:	Bernalillo	
Zip:	87102	
Main Phone:	(505) 907-9957	
Website:	www.abqalc.org	
Social Media:	facebook.com/abqalc	
Workforce Region(s) Served:	Central Workforce Region	
New Mexico Counties Served:	Bernalillo, Sandoval, Torrance, and Valencia	
Submission Date:	9/3/2024	
Program Director, Manager, or Coordinator Name and Title:	Gloria Rael, Executive Director	
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August 30, 2024

Signature of the Chief Executive Officer or Designee

DATE

Gloria Rael, Executive Director

Typed Name and Title

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Section I. Program Narrative Report

Directions: Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering 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/37896>.) 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.

Albuquerque Adult Learning Center, Inc. (ABQ-ALC), is a community-based grass-roots, [501(c) 3], nonprofit organization founded in 2010. ***Albuquerque Adult Learning Center's mission is to support adults to thrive by providing a safe and inclusive environment through student-focused education and adult career services. Our vision is to foster an individual's desire for education, opportunity, and independence. In keeping with its mission and vision, ABQ-ALC provides free adult education services to youth and adults ages 16 and older to address literacy and high school equivalency deficits. ABQ-ALC's overarching goal is to serve those most in need.*** Since its inception, ABQ-ALC offered Adult Education (AE) services throughout the Albuquerque Metro Area and surrounding counties, including English as a Second Language, Literacy, Foundations, High School Equivalency Preparation, and Career Pathway services at six different community centers. Solar Integrated Education & Training (IET) was piloted in FY 2023-24. Lastly, during FY 2023-2024, ABQ-ALC was displaced during most of the year and moved to the International District where all services will be provided at one versus six different sites during FY 2024-25. Our new location is 1201 San Mateo Blvd SE, Albuquerque, NM 87108.

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.

ABQ-ALC experienced significant staffing and programming changes during FY 2023-24. In FY 2022-23, we had 8 staff and lost two key staff including our Program Director and Instructional Design Coordinator. Our team restructured to absorb these losses and increased our staff by 100%, or a team of 16. This was made possible using carryover and TANF ABE funding which allowed for both salary adjustments in line with the State's average salaries, and new teaching assistants for our ESL and HSE programs.

Additionally, our ESL program grew from three staff to five which allowed us to expand services to 65 students with four leveled ESL classes. This includes: Two level 1 low beginner classes (offered in the morning and evening), two level 2 high beginner classes (offered in the morning and evening), one level 3 intermediate class (offered in the morning), and one level 4 advanced class (offered in the evening). There are a total of 6 classes (3 morning offerings and 3 evening offerings).

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 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

ABQ-ALC offers in-person and distance learning. Although we now have additional staff, the demand for our services require all of our staff to teach a class at this time. ABQ-ALC has embraced non-mixed leveled classes to better meet our students' learning and progression through our program. This approach has also increased our retention in several classes. One instructor is providing various options for its students which is a multi-varied approach to facilitate our students schedules and educational needs. Students attend in person; however, in cases

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where the students cannot attend they join online. While this is not a true hybrid model with everyone working together simultaneously, this customization supports learning and keeps the online students engaged who would otherwise lose attendance time.

During FY 2024-25, we plan to continue using a non-mixed level approach to learning which was not possible over the past decade. For example, our fundamentals and High School Equivalency (HSE) instructors now teach 2-3 levels versus 6 levels.

We intend to continue incorporating digital literacy and digital equity into our program practices in the future by exploring the Barbara Bush/AT&T training and resources next year as we were unable to fit this new opportunity into our programming this year. During FY 2023-24 ABQ-ALC's Executive Director leveraged funding for a building renovation and acquisition made possible through a \$600,000 FY 2022 Federal (HUD) Authorization and a \$150,000 Bernalillo Capital Outlay grant through a "Hybrid Learning Program Grant" which afforded ABQ-ALC over 150 laptop computers, whiteboards, Smart Televisions, IT software, and new furniture for its newly renovated building. This new site will house all of ABQ-ALC's services under one roof and will create the stability needed for uninterrupted services. ABQ-ALC will also use new program staff for some of these important practices. Our Family Wellness Program services were provided with non-AEFLA funding; however, this program hired two half-time staff to support digital literacy which is incorporated into its curriculum.

Our Distance Learning program continues to support our students providing them with additional support and learning options. During this reporting period, 55 total students were served of which 65% were fundable students. Of this group, 12 or 50% of the 24 eligible for post test made a level gain and two achieving HSE. Our DL graduates also attended their commencement ceremony in June 2024 with all other HSE graduates. This program incorporates all of the aforementioned aspects in support of its diverse group of online learners.

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

Although ABQ-ALC's partnership with the International District Collective started with 10 partners, this has evolved over the past year. ABQ-ALC will continue its formal partnership with the following organizations including East Central Ministries, Endorphin Power Company, First Nation's HealthSource, Peanut Butter & Jelly, the International District Community Development Center, and Vizon's Sankofa. Additionally, we are partnering with Bernalillo County for a FLAME IET Pilot Program where a formal MOU is being formalized during this fiscal year.

5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). 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 2023-2024:
 - a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?

Our Professional Learning (PL) program priority was to send all of our program staff including HSE, ESL, Family Literacy, and Literacy to attend program local and/or regional conferences as the national COABE conference was not feasible due to the distance/location. Using TANF PL and State funding, a team of 12 attended the MPAEA regional conference in Vail, CO. Our team also sought trainings on

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Brain-based teaching strategies, differentiation, contextualization, formative and summative assessment, persistence and goal attainment, and surveying and assessing feedback from surveys. One of our key staff contributed significantly to supporting many of these training requests. We also supported instructors with local partners experienced in these areas. Other contributors came from our then ESL Coordinator who provided Trauma Informed presentations to support instructors and students. We also investigated emerging technologies and their direct implementation in the classroom, particularly focusing on Google Documents due to the incoming pool of new employees hired around mid-year. We also explored digital literacy and ways to support our low-level learners. Most of this was accomplished with in house training at our end-of-term meetings and using Propel's webinars and training.

Our second priority was to improve upon our fiscal accountability, reporting, transparency, and increase funding. Our Executive Director addressed the first three, fiscal accountability, reporting and transparency by transitioning to Quickbooks, an online accounting system. We achieved these three objectives and created significant efficiencies which helps us provide timely requests for reimbursements, monthly and quarterly reporting to our Board of Directors and to our grantors.

In terms of increasing funding, ABQ-ALC's Executive Director successfully leveraged \$750,000 for the organization in FY 2022 and 2023; however, this funding was not fulfilled or expended until this reporting period. For example, ABQ-ALC fulfilled a fiscal year 2022 "Hybrid Learning" Capital Outlay between May and early June. This capital outlay provided ABQ-ALC with 120 computers (\$56,000) for our student in FY25 and \$94,000 for IT software and furniture for our new building. ABQ-ALC's FY 2023 Federal (HUD) Appropriation of \$600,000 was not awarded until February 2024. Note that this is also a cost reimbursement grant similar to our Federal, State, and IET awards. Within six months, ABQ-ALC completed its site renovations and moved into its new building in May 2024, and opened its doors to its students in the International District on July 15 and held an open house on July 18, 2024. This new dedicated space will support ABQ-ALC for years to come.

- 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?

ABQ-ALC sent a team of 12 or 92% of its AEFLA-funded employees to the MPAEA Conference in Vail, Colorado. This PL experience was impactful as it allowed our newly formed team opportunities to bond and share best practices following the MPAEA Conference. Although our Data Technician could not attend, many PL data opportunities were provided throughout the year to complete the required PL policy.

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

ABQ-ALC was successful in sending almost 100% of its staff and faculty to the regional MPAEA conference in Vail, CO. Our actual attendance was 92% which is our main success; however, our organization's inability to support all staff with continuous PL support from year to year is a challenge. Although TANF-ABE PL funding supported our PL training goals in FY 2023-24, this funding did not continue through this new funding stream due to the flat funding. ABQ-ALC allocated all of its TANF-ABE for salaries and benefits in FY 2024-25. Future carryover funding, if any is available, will support professional learning for its team.

- c. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

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ABQ-ALC was able to address some of its NMHED-AE Professional Learning Policy as identified above; however, a uniform training schedule such as Fridays and/or Saturdays would help Directors and/or programs to plan and approve staff training without impacting instructional activities as we operate from Monday through Thursdays. Stipends paid directly to staff for PL attendance would also cut out most of the additional administrative and budgeting load and time keeping/reporting by staff. It might also promote or even increase attendance of PL trainings and conferences.

Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

ABQ-ALC needs to continue to spread out and incorporate its plan during in house trainings to ensure that all needs are met for each staff member. Our Education Director is creatively using Google breakout rooms to ensure that every program is actively engaging in their area and working toward their PL goals while ensuring program performance strategies are also aligned with the overall program plan.

Section II. Core Indicators of Performance 2023-2024

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 2023-2024 (Table 4, last row of column B) 134

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) 132

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 B) 39.55%

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	37.1%	46.38%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	67%	N/A
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	60.81%	56.15%

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Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	63.44%	57.14%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$6,760	\$5,215

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 2022-2023 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

Retention rates:
 FY24: 50.5%; FY23: 74.26%

Reason/Trend : We attribute our lower retention rate to our lack of stability during the reporting period. With six large classrooms and additional instructional staff, we anticipate being able to retain our students in the future. Additionally, this new staff has allowed our program to move away from mixed levels. New plans to explore semesters versus open enrollment may also provide students with greater support and opportunities to learn and accomplish their goals.

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below 50%, required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

ABQ-ALC determined that all or most students would be post-tested every 8-week term. Testing all students at the same time would avoid any students feeling like they were being singled out once their instructional hours reached 40 for them to be post-tested. Unfortunately, due to student conflicts during testing week and owing to much student test anxiety, this was not always possible.

We now have two instructional assistants who are available to assist with post-testing. For this reason, during the last quarter of FY 24, many students who were due for a post-test were able to be tested.

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 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	37.1%	46.38%
Credential Attainment Rate (Table 5, last row of column G). If last	26.0%	32%	67%	N/A

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row of column B is 0, input N/A				
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	60.81%	56.15%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	63.44%	57.14%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$6,760	\$5,215

Our Measurable Skill Gains (MSGs) was met based on an increase from 37% to 46% for an overall program improvement of 27% over the prior year and almost 10% over our negotiated State rate of 42%.

Our Credential Attainment rate decreased from 26 graduates in FY 23 to 17 graduates in FY 24, a 34% decrease.

ABQ-ALC’s employment earnings for the second and fourth quarters were both exceeded respectively at 56.15% and 57.14%, well above the State’s goals of 42%. However, our percentages decreased by 8.29% over the past year. This is attributed to the loss of a trained staff member and a dedicated facility to give our students the stability for followup meetings. Many of our student’s career pathway interactions were performed online.

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

MSG Rate: 46.38%; State Goal: 42%
 Post-Testing Rate: 39.55%; State Goal: 50%
 EFL Gain: 77.36%; State Goal: 60%
 Retention rate: 50.5%

Enrollment decreased due to the challenges experienced this year and from moving 23 students to our literacy program.

Change from FY 23-24

%MSGs up by 10.22%
 %NRS Enrollment down by 40%
 %EFL Gain up by 18.46%
 %Post-Test Rate down by 2.4%
 Number of graduates decreased by 35% (fewer graduates FY 24)

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

ABQ-ALC Performance Comparison			
	FY 22-23	FY 23-24	Change
Total Students Served	273	266	Down 2.5%
Fundable Students	174	134	Down 23%
EFL Gain	58.90 %	77.36%	UP 18.46%
MSG Rate	37.10%	46.38%	UP 9.28%

Our enrollment dropped due to the departure of a key employee and other significant stability challenges this year. Our EFL Gain and MSG Rate are all up. We attribute these increases to our revised system of testing most students each term. Now that we are in our new building, we have more stability. Details of this stability are discussed elsewhere in this report.

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.

ABQ-ALC contributes to the State’s annual targets by reporting its data monthly. ABQ-ALC holds regular team meetings to share and discuss its program data performance over the prior end-of-term meeting. Team members receive a “Performance Comparison Report” documenting the program’s progress over the prior year’s progress.

ABQ-ALC’s Data Technician and Executive Director are scheduled to participate in the Continuous Program Improvement Institute in September, 2024. We hope to learn new methods of using and applying data in program improvement to share with the entire ABQ-ALC team during our regular in house training sessions held every six to seven weeks.

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	Average FEDERAL FUNDS

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			Expended for This Service, Excluding Administrative Costs, for Program Year 2023-2024	<i>Expenditure per Participant, Excluding Administrative Costs</i>
Outreach, intake, and orientation information	Career Service	266	\$0	\$0
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	132	\$5979.60	\$45.30
Referrals to and coordination of activities with other programs and services.	Career Service	30	\$1,359	\$45.30
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	Goodwill Industries: 10	\$1,087.20	\$11,778
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; 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	Child care: 10 TANF: 5 Transportation: 10 Other supportive services: <u>20</u> Total: <u>45</u>	\$4,200	\$93.33
Total:		483	\$12,625.80	\$11,961.93
Integrated Education and Training (IET) programs	Training Service	0	0	0

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

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

ABQ-ALC has connected with the our local One Stop through email and phone calls. We have also reached out to introduce the LWDB to our new Solar IET Pilot Program. One strategy will be to assign our IET Coordinators (SOLAR & FLAME) to work collaboratively with the LWDB for referrals and to further market our newest IET Programs. Serving on the board is one strategy that will greatly benefit both parties; however, we need additional time to dedicate to the development of our IET's.

- 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

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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 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

Due to significant energy spent on locating suitable space for our instructors throughout the year, our work in this area has been limited. However, we worked with students to set goals in alignment and encouraged Workforce connections when relevant. We had students who advanced their work opportunities as a result.

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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 2023-2024 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.

Our career planning and/or advisement is worked into the instructor's classes as part of their teaching for context. We want our students to gain agency and to apply the skills gained in the classroom to everyday skills including job search navigation through placement. One instructor incorporates the following instructional strategies into her curriculum:

- S.M.A.R.T. Goal Setting
- Stress Management Skills Development
- Soft Skills (for Workforce) Lessons, Personality Traits, Learning Styles, Self-Reflection, and Etiquette, Trauma Informed Education
- Sharing community partner emails such as Goodwill's free monthly class offerings for job interview skills and resume writing
- Google Classroom and different websites and modes of technology to enhance students' digital literacy proficiency.
- Student Success Specialists from CNM are invited to give presentations during class on College and Certificate options.

Another instructor integrates HSE academics writing with digital literacy so that students learn how to write an academic essay as well as learning to use Google docs and other applications effectively. Career pathways for this HSE classes are a multi-varied approach in collaboration with our student coordinator. They hold weekly meetings to discuss the career focus for each student and integrate action plans. Each student has a career focus as part of their introduction to his class, which is part of an academic plan, initiated by both instructor and the students as active researchers, to set the goals for attaining, not just a job, but a self-chosen and self-directed position. Career development is integrated into the curriculum during the week; however, every Thursday's class is slated for career research and foundational action plans to prepare his students for their chosen careers, i.e., resumes, cover letters, letters of interest, letters of recommendation, FASFA, college enrollment, and transcripts. job interview practice, digital literacy for professional emails and Google apps, etc...

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide a number of IET students that your program served in PY 2023-2024 (Table 11, first row of column B): : **N/A Pilot Program**

0

3. What percentage of your NRS students participated in IET programs 0%

(use 2 and number of NRS participants from Section II)

4. Enter MSG rate of your IET participants 0%

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(Table 11, sum of first 5 rows of column G)

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

ABQ-ALC had several challenges including staffing issues for both our HSE and dual instructor, and lack of a dedicated space for our IET Program. We posted the IET Position online several times and were unsuccessful in finding and retaining interested and/or qualified candidates for this position. Once the position was filled for several months; however, our IET Instructor passed away. One other challenge was that our timing for onboarding our IET dual instructor did not align with our scheduling, but by the final quarter, we were fortunate to have both our Solar HSE Instructor and dual Instructor participate at the IET Institute in Santa Fe. We also invited our Bernalillo County partner to the training to explore a new IET pilot for FY 2024-25, which was successfully funded.

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.

Our prospective students register online via ABQ-ALC's website and are contacted separately to schedule their Intake and Orientation Class. New students completed a six-week Orientation and Intake process. Initially, students attended a one-hour information session that covered an overview of the organization, expectations of students, TABE testing process, and FERPA. The following week students completed TABE testing and results were discussed with students individually. Students then attended six orientation class sessions covering various topics: Test Anxiety, Persistence, Time Management and Procrastination, Note-taking and Study Skills, and Career Exploration.

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.

After completing ABQ-ALC's orientation, students are assigned to their respective classes based on TABE NRS Level in Reading and Language. Students at or below NRS Level 2 were placed in our Foundations classes, and students testing at or above NRS Level 3 in Reading and Language were placed in HSE classes. Classes meet in person for two hours each class, Monday through Thursday, at either morning or evening times to meet students' needs. Students are also expected to work additional hours outside of class using one of our online platforms. Instruction was conducted based on student needs and TABE test results. Foundations classes were designed to increase students' Reading Comprehension and Language Arts skills, to prepare them for coursework in the HSE level classes. Students were promoted to HSE level classes once their TABE Reading scores were in the NRS Level 3 range. Instructors at all levels differentiated instruction based on student and class needs. Students attending Distance Education (DE) classes were offered four-day and time options to attend an online session with our DE instructor to facilitate learning and support students working independently using Essential Education and other online platforms.

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.

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Each instructor, including our DE instructor, supports students individually and/or in the classroom with career pathway services. We attribute our employment numbers to this support which is documented in our second and fourth quarterly wage reports. Referrals to our Goodwill Industries and other nonprofit partner career fairs which support our core employment outcomes.

Digital literacy is a common theme throughout our program, mentioned first during our orientation and also in our classes. In orientation, we go through the steps for navigating in Google Classroom, used by most of our instructors whether or not the class meets in person. We offer support for online reading and promote active learning, or learning-by-doing.

We also promote diversity by encouraging collaboration among students and creating a safe space in which to practice and learn from each other as well as from the instructor and/or volunteer tutors.

ABQ-ALC's core values are aligned for equity in our program. We are student-centered and empower adults to thrive in achieving their educational and career goals. We provide equity through providing a safe learning environment. We treat all people including students, instructors, tutors, staff, and members of the public with respect.

- 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.

ABQ-ALC's instructors and students use online platforms which are aligned to CCRS standards including Essential Education and Khan Academy. In person lessons conducted by instructors are also aligned to CCRS. ABQ-ALC does not require instructors to use a specified curriculum. Additionally, TABE assessments are used to discover areas in which students need to improve in alignment with CCRS.

- 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.**

Most of our instructors apply their own best practices to teaching. However, we aim as an organization to be student focused and relational. Each student comes in with a unique situation and there is not a one-size-fits-all for our population. Instructors aim to use a variety of approaches as is relevant to the actual students in front of them. In general, we aim to lead students to independent mastery through the model, "I do, we do, you do." This approach allows us to stay true to our mission of providing a safe environment in which to learn and student-focused. Professional development opportunities further support the growth and development of our faculty and staff.

- 6. From State and federal recommendations: What are some requirements of Career Pathways in New Mexico? How do you address Career Pathways in your role? What can we do as an organization to address the Career Pathways needs of our students.**

ABQ-ALC piloted a Solar IET Program. We assist students with career pathways in the classroom and on an individual basis as reflected in our wage earning reports. Meeting students where they are immediately upon entry is the basis for understanding what each student needs. Instructors customize

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and integrate their career pathway lessons into their curriculum to inform all students as well as individually. Since inception, we have worked with our local One Stop Center to coordinate onsite visits (field trips); however, transportation is often an obstacle for our students. During this reporting period, this activity was coordinated online by our Distance Learning instructor and a few other instructors which is another effective way to connect students with employment. Now that we are in a new building, we can bring Workforce to all of our students. In this manner, we can support Workforce with more participants and increase access to career pathways to our students making it more equitable for both parties involved.

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

For this section, if the program received IELCE funding for 2023-2024, 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). **N/A**

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B):
2. Enter MSG rate of IELCE participants (Table 9, first row of column G) _____
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)
 - Achieved Citizenship Skills _____
 - Voted or Registered to Vote _____
 - Increased Involvement in Community Activity _____
4. Input the number of IELCE students that participated in IET programs _____
(Drill down to IELCE students from Table 9, first row of column B. Then **add** Table 11 and find number in first row of column B)
5. Enter % of IELCE students that participate in IET programs using data _____
from 1 and 4.
6. Describe your program’s efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.
7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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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 2023-2024, 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) _____
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

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 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

\$12,681

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.

3. Please indicate FY 2023-2024 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
105.5	\$35.00	\$3,692.50

4. Please indicate FY 2023-2024 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 2023-2024 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
30	\$35	\$1,050.00

6. Please indicate total fair market value of donated supplies and materials. (e.g., books)

\$0.00

7. Please indicate total fair market value of donated equipment.

\$0.00

8. Please indicate total fair market value of donated IT infrastructure and support.

\$0.00

Please estimate the Total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) you can 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
708 sq. ft.	\$6/sq. ft.	\$4,248.00

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 2023-2024.

Source	Amount
District Attorney CBCR Grant (7/1-9/15/2023)	\$20,332
Bernalillo County SBSL Grant (7/1-9/15/2023)	\$11,933
Federal Appropriation (HUD) Grant	\$600,000
*Bernalillo County Capital Outlay	\$150,000
	Note: ABQ-ALC fulfilled its FY 2022 “Hybrid Learning Program” Capital Outlay for computers, IT support, and Furniture for our new building. The value of the computer equipment is \$56,000 for over 120 computers for our students.

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2023-2024 fiscal year.

\$0.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount