

**Annual Program Report
Cover Page**

Program Name:	ABQ-ALC Literacy Program	
Institution or Organization:	Albuquerque Adult Learning Center, Inc.	
Address:	239 Elm Street SE	
City:	Albuquerque	
County:	Bernalillo	
Zip:	87108	
Main Phone:	(505) 907-9957	
Website:	www.abqalc.org	
Social Media:		
New Mexico Counties Served:	Bernalillo, Sandoval, Torrance, Valencia	
Program Director, Manager, or Coordinator Name and Title:	Gloria Rael, Executive Director	
Contact Information:	Phone(s):	(505) 980-2129
	Email:	gloria@abqalc.org
Alternate Contact Name and Title:	John Glinsman, Program Director	
Contact Information:	Phone(s):	(505) 496-5812
	Email:	john@abqalc.org



Signature of the Chief Executive Officer or Designee

August 30, 2024
DATE

Gloria Rael, Executive Director

Typed Name and Title:

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Narrative Questions

Instructions: Please answer the following questions that address the scope of work for your program under its agreement with the New Mexico Higher Education Department. Please note that this report should be informative but *concise*. Remember that we have your original grant agreement and your continuation form, so you do not need to provide exhaustive, lengthy answers in most cases, nor cut and paste from previous reports. This report can provide us with a snapshot in time of your practices, a clear overview of your program year, and information on noteworthy changes that occurred. We use this information throughout the year to inform state reporting, help us prepare for technical assistance and monitoring activities, answer questions from the public and from legislators, and other purposes. *Please note* that we will post these reports on the HED website as public information.

1. Please share program highlights and accomplishments in the 2023-2024 program year. Please also share any significant changes in your program, context, and services.

During FY 2023-2024, ABQ-ALC's Literacy Program served 55 students and accomplished 780 goals. This cohort averaged 54.73 contact hours per student.

One of the most significant accomplishments is the growth of this ESL Program. In October 2022, with non AEFLA/District Attorney Grant funding, ABQ-ALC hired an ESL Coordinator. This coordinator is responsible for the growth of this program from 22 to 55 students (a 250% increase). Additionally, the program's growth is evident in the expansion from one non-mixed level class to four levels, two low beginner, two high beginner classes, one intermediate, and one advanced level class in one year. ABQ-ALC's goal is to continue to cultivate and sustain the growth where the demand is significant with immigrant and refugee populations in the International District.

2. Please describe your main challenges in 2023-2024 and what you are doing or plan to do to address them.

Lack of stability: ABQ-ALC, embedded in the community since 2010, began having trouble securing free dedicated space when the City of Albuquerque began charging fees for services related to an anti-donation clause. In 2020, the ABQ-ALC partnered and shared space with Shine Partnership, Inc. from October 2022, through June 2024. Despite MOU renewals, our partner's church schedules periodically conflicted with ongoing class schedules which interrupted ESL programming. In 2022, the Executive Director leveraged federal funding to renovate and purchase a building in the International District. Between the official award in February 2024 and site renovations through July 2024, this program now has free and dedicated space for all its English learners. This new building will address the lack of stability it experienced throughout the fiscal year. In fact, all ABQ-ALC's services will now be offered out of this new building located at 1201 San Mateo Blvd SE, Albuquerque, NM.

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ESL Grant Funding Expiration: During this reporting period, ABQ-ALC's non-AEFLA funding expired. This resulted in some adjustments for employees transitioning from volunteer status to part-time status made possible with carryover state funding. ABQ-ALC moved these part-time staff and its ESL level 1-3 participants to the Literacy Program made possible when our Family Wellness Program received non-AEFLA funding of its own. ABQ-ALC also plans to apply for IELCE funding in FY 2025 to fully expand its program services to meet the needs of the International District.

Despite continued interest and growth, the ESL program faced challenges such as a lack of funding for program materials including specific student textbooks and workbooks and especially for staff needs. The program needs to hire at least 2 or 3 additional part time or full time teachers to keep up with the demand. The shortage in staff created interruptions in the students' learning progress.

3. Please describe the modalities in which you provided literacy services in the 2023-2024 program year (e.g., one-on-one tutoring, small group tutoring, face to face classes, online tutoring, etc.), and the different populations whom you served (e.g., adult English language learners, parents, adults with disabilities, etc.) in as much detail as possible. If applicable, describe how these modalities and populations served were different in 2023-2024 than they had been in previous years.

ABQ-ALC provided literacy services primarily with face to face classes and served 55 students overall. Additional online classes and online tutoring were offered to accommodate student schedules, especially as we transitioned to a new building.

4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service?

Although ABQ-ALC primarily serves students in Bernalillo County, we also serve students within the central region including Sandoval, Torrance, and Valencia counties. This year, 98% of 55 students served were from Bernalillo County.

5. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of literacy activities. Please specify the degree of formality for each arrangement described (e.g., purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals? Do you refer students to other NMHED-funded adult education programs? If so, please describe.

ABQ-ALC's main cooperative arrangement was a formal Memorandum of Understanding (MOU) with Shine Partnership and Iglesia Ciudad de Gracia for dedicated space during FY 2023-2024. This MOU will not be renewed as we have secured a new building for our participants. We also had a formal MOU with First Nations and the International District Economic Development Center, two of 10 ID Direct Service Partners we collaborate with regularly and for referrals. We refer students to Catholic Charities for ESL in Espanol as we do not provide this service.

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6. What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2023-2024 program year? What program needs did the PL address? What were the outcomes and influences of this PL, if any, in your program?

The ESL staff have participated in various PL trainings throughout the year including the specific color vowel trainings and various Propel offerings. This year at the MPAEA Conference, all ESL staff attended relevant ESL trainings including new visual methods and techniques, cultural sensitivity, and utilizing AI. These trainings have equipped our staff to be up to date and assure quality services. In addition, two of our ESL instructors attended the one-day TESOL training offered in spring of 2024.

Data Questions

Please answer the following questions that address data and performance in your program and sub-awarded programs, if applicable. Use LACES database to collect data for students, hours, goals and tutors. You can present your data in the form of a table, graphs or a narrative.

1. How many students were served in your program during the 2023-2024 fiscal year? Please, include total number of students with non-zero hours from *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

ABQ-ALC served a total of 55 students with non-zero hours. This cohort averaged 54.73 contact hours per student.

2. Compare the number of students served in PY 2023-2024 with expected enrollment from grant proposal. Discuss the differences and challenges that you encountered.

During the Director's meeting in August 2023, "double-dipping" was identified as an issue to be avoided. Directors were asked to *move* students who qualified from the AEFLA database to the Literacy database in Laces.

Twenty-one (21) of ABQ-ALC's ESL lower-level students qualified and were moved from its AEFLA to its Literacy Program on September 3, 2023. Due to a miscommunication, 21 students were not post-tested before they were moved into the Literacy LACES database. Therefore, our Measurable Skills Gain (MSG) rate was significantly and negatively affected for FY 23-24 as Literacy students do not test, but rather, these students set and achieve goals instead of testing.

Literacy students do not become NRS participants because they are not assessed. During FY 23-24, our lower-level ESL students set and achieved a total of 780 goals.

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3. How many hours did students spend learning in your program in 2023-2024? Please, include total hours by different category as well as average number of hours per student with minimum and maximum number of hours that students spend. Use *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

The total number of instructional hours for FY 23-24 were 3,010 spread amongst 55 students, with an average total hours per student of 54.73 hours. The minimum number of instructional hours was 1; the maximum number of hours was 208.75.

4. Of the students who were served, how many met their goals? Attach Goals Met in Time Period by Type *Summary* from LACES **student** area Reports. Use the following parameters to generate your data: Goal Met Date between 7/1/2023 and 6/30/2024.

All of our Literacy students who set goals actually met these goals. Therefore we had zero students who set and did not meet their goals.

For FY 23-24, our lower-level ESL students set and achieved the following goals:

Economic Goals	67
Educational Goals	398
Family Goals	53
Personal Goals	140
Societal/Community Goals	122
Total FY 23-24 Goals	<u>780</u>

5. How many hours did tutors spend working with students in 2023-2024? Please, include total number of tutors with non-zero hours, total hours by different category as well as average number of hours per tutor with minimum and maximum number of hours that tutors spend. Use *Tutor Calendar Hours Report* from LACES **Tutor** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

During this reporting period, 6 tutors supported ABQ-ALC's ESL Program accounting for an average of 142.17 hours per tutor.

6. When you look at your program outcomes, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.

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We gauge our program to be effective at serving students of high need from diverse backgrounds. Many of our students come from the areas of highest need in Albuquerque, especially the International District. We have students who come to us who cannot find appropriate placement in other programs. We serve students who are immigrants and refugees from Asia, Africa, and Central and South America, as well as resident Spanish speakers in New Mexico who have never learned English. As the data reflects, the students who stay with us end up putting in many learning hours which results in them meeting a variety of practical goals, including the ability to interact with key members of the community, including employers, healthcare workers, children's teachers and school staff, etc. We have students who have obtained or improved their employment, reached educational goals, and become more confident in navigating the systems of society, and for these reasons, now have an improved quality of life and are contributing to the growth and wellness of others, like their children. Additionally, based on 780 goals accomplished in less than one year from 55 students, we clearly see the effectiveness of our program. Our student's goals translate to the positive impact we are having on both our students and the our community through educational, economic, family, and societal goals.

7. When you look at your program data, what changes would you like to implement and why?

Due to the growth of our ESL program and the need for more staff, we would like to hire additional staff, possibly 2 or 3 part time or full time instructors. Our goal is to offer 3 ESL classes during the day, and 3 ESL classes in the evening. A student would then have the option to enter our program as a complete beginner, choose the time that works best (morning or evening), and then have the ability to progress from a beginner, to intermediate, to advanced student. At this point, a student could go on to HSE if relevant, and could then even go onto an IET program, if they so desired. In other words, our program could offer a complete educational service resulting in HSE and certification through our IET program. A student could leave our program with the very real prospects of employment through our IET.

8. What pathways could lead to increased enrollment for your program? How much additional funding would you need to accomplish this goal?

The pathways that could lead to increased enrollment for our program would include the ability to advertise our services to more students. Currently, most of the students learn about our services by word of mouth and referrals. Many of our students come by recommendation from current students. If we were to advertise, we would likely see a significant increase in our enrollment, however, we would also need an additional 1 to 2 teachers to support these increases and to make our program sustainable.

We would need at least 1 new full time ESL staff at $\$22.65/\text{hr} \times 40 \times 52 \text{ weeks} = \$47,112$ plus benefits of $\$4,240$ (9%) = $\$51,352$.

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Financial Expenditures

Please provide the following information about your financial expenditures.

Additional grants, funding from partnerships, etc.

1. Please list other sources of support for your program and their contributions for PY 2023-2024.

Source	Amount
Albuquerque Community Foundation	\$10,000
Albuquerque Del Norte Rotary Foundation	\$2,400
Blue Cross Blue Shield	\$20,000
Hancock Family Foundation	\$5,000
ABQ del Norte Rotary Foundation	\$2,400
	Note: The above non-AEFLA funding was specifically for ESL services

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Student Needs and Satisfaction Questions

Please answer the following questions about student needs and satisfaction in the literacy services provided by your program and its sub-grantees, if any. If you have *not* collected all of this information, please indicate this and plan to do so in the upcoming program year. If you need assistance from NMHED to think through this data collection process, please do not hesitate to reach out.

1. Describe the processes used to collect information regarding student needs, goals, and satisfaction.

During FY23-24, ABQ-ALC collected student data at its end of each term meetings. At the end of each 8-week term, instructors met with students to discuss their needs and preferences as well as their goals. Goals were assessed and completed together. Instructors gained familiarity with students' life situations, and assisted students in setting goals that matched particular situations. In order to evaluate our participants' satisfaction, we provided end-of-term surveys where students evaluated different aspects of the classroom environment as well as the organization in general. These surveys were reviewed and follow-ups conducted to ensure that student resource referrals were made to the satisfaction of students and/or further engagement with the program.

2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.

Although our students have various individual needs and goals, many of their goals and needs overlap. Our students commonly desire a change in employment situations, whether these be to gain employment, obtain a new job, or receive a higher pay increase. Students with children typically desired a greater ability to communicate with teachers and other professionals related to the needs of their children. Refugees and immigrants typically seek goals relevant to integrating into the local community. Some students also seek help with library cards, drivers' licenses, and the practical needs of daily living. Additionally, there are students who have goals for seeking higher education and specific career pathways, such as architecture, pharmacy, nursing, etc.

3. How does your program help students meet these needs and goals?

We take time to work with students individually to get a sense of their goals and then make referrals and recommendations for how to meet these goals. Students also participate in various field trips such as English social activities, advocacy events, cultural events, etc. to gain practical experience. This year we are excited for the addition of a staff role (Community Resource Coordinator) dedicated to connect students with practical resources in the community. One student improved their transportation situation through a non-profit that provided them with a bicycle and also bicycle maintenance and safety training.

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4. What do you plan to do in the upcoming program year to improve the processes that you use to collect and analyze student needs, goals, and satisfaction?

We are currently undergoing a substantial review of our program and implementing changes based on student and staff feedback to create a program that effectively meets the needs of our students. We are improving upon the way we communicate with staff and students to ensure that clear communication happens in a regular and timely manner, including dedicated periods of time throughout the year to collect and analyze feedback. Any changes needing to be made will be discussed by staff and then goals set to address these needs.

5. What do you plan to do in the upcoming year to improve students' ability to meet their goals and improve their satisfaction with your services? How can NMHED help?

The biggest improvement here will be enhanced communication between students and staff including the use of our new Community Resource Coordinator who will make their services known to all students and work directly with them to help them meet certain goals or find certain services. Apart from more funding, the biggest help we need is information to help refugees, immigrants, and those without work authorization to understand the various paths and options they have to use the professional credentials and experience they bring from their countries of origin here to the U.S. so that they can contribute in meaningful ways to their communities.