Annual Program Report

Program Name:	**Adult Education & High School Equivalency Program**
Institution or Organization:	**Albuquerque Adult Learning Center, Inc.**
Address:	**239 Elm St. NE**
City:	**Albuquerque**
County:	**Bernalillo County**
Zip:	**87102**
Main Phone:	**(505) 907-9957**
Website:	**Abqalc.org**
Social Media:	**https://www.facebook.com/abqalc**
	https://twitter.com/AbqAdult
Workforce Region(s) Served:	**Central Region**
New Mexico Counties Served:	**Bernalillo, Sandoval, Valencia, and Torrence**
Submission Date:	**August 25, 2023**
Program Director, Manager, or Coordinator Name and Title:	**Gloria Rael, Executive Director**
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9/1/2023

Gloria Rael (signature)

Signature of the Chief Executive Officer or Designee   **DATE**

Gloria Rael, Executive Director

Typed Name and Title:

Section I. Program Narrative Report

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), a 501(c)3, community-based and grass-roots organization, provides adult literacy and education services to approximately 250 participants, primarily in Albuquerque's International District, where the need is critically high. Residents speak dozens of different languages; nearly 20% of the population was born in a foreign country and 27% report speaking a language other than English. Almost 40% of the residents located in this area live below the federal poverty rate, and nearly half of households report earning less than $25,000 per year. (U.S. Census, 2021). It is also the city's most densely populated area, yet it is also one of the least well-serviced areas in education, health, and human services. Since inception, across our entire central New Mexico service area, we have strategically planned to deepen our impact in Albuquerque's highest-need areas in response to community demand and to help individuals and families alike grow and learn together, breaking generational cycles of low educational attainment. ABQ-ALC meets high-need populations – working in community, and in community partnership schools, to provide services in highly accessible locations. To date, ABQ-ALC has provided services to over 3,700 students.

ABQ-ALC's ongoing program services (unless otherwise noted) include the following Adult Education Family Literacy Act (AEFLA) allowable activities allowed under WIOA Title II Section 203:

➢ Adult education,
➢ Distance education,
➢ Literacy,
➢ Family literacy activities (effective FY2019-23 with non-AEFLA funding),
➢ English language acquisition activities (effective FY2022-23 with non-AEFLA funding), and
➢ Integrated education and training (effective FY2023-24 with TANF IET funding).

ABQ-ALC's aforementioned AEFLA activities include three cohorts, one strictly for literacy and two adult education (literacy - high school equivalency) cohorts, with mixed levels for literacy through high school equivalency with day, evening, and online options. In January 2023, we launched a new English language acquisition class with day and evening options with non-AEFLA funds. We also assist our students with career readiness through contextualized learning and are in the process of launching an Integrated Education & Training Solar Industry Simulator.

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 several managerial losses at the end of FY23. Our program director and instructional design coordinator resigned effective June 30, 2023. With ample notice from our program director, restructuring allowed our executive director, student success coordinator, and data coordinator/executive administrator to absorb most of these responsibilities. A bookkeeping contractor, (12 hours/week) supports the fiscal responsibilities previously supported by our veteran program director of 14 years. Our instructional design coordinator position will also not be replaced. With regard to our instructional staff, we had only one half-time instructor (previously hired for a six-month term) leave the organization, which has been replaced following an extensive search for qualified adult education and literacy candidates.

Some of the challenges ABQ-ALC experienced with new staffing at the end of the year are underqualified and/or unprepared applicants, and no-shows to scheduled interviews. Our inability to retain and attract qualified staff rests in the significant disparity in pay rates between AE programs and the State's professional development department. The disruption to our adult education program has not yet been felt; however, the executive director, directly reporting to its board of directors, shall closely monitor new administrative staff now absorbing previous key positions. Funding that would have typically been allocated to growing ABQ-ABQ-ALC's instructional pool, (one of our main strategic goals), has gone to further develop and retain current administrative staff. In efforts to stabilize its programs, ABQ-ALC will explore reducing previous enrollment targets (250-300) to between 170 and 200 in order to better serve its participants, manage programs, and meet and/or exceed all of its state deliverables.

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 2023-2024 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

   1. This reporting period, (FY22-23), represents ABQ-ALC's second year of in-person services since statewide Covid closures with a steady increase and demand for both synchronous and asynchronous learning. ABQ-ALC's in-person classes and distance learning programs demonstrate steady progression to pre-Covid times as illustrated in section III graphs. For example, we greatly surpassed prior year fundable students with 12+ hours by 53% or from 111 to 170. Our program's ability to offer both of these services supports students who would otherwise not be able to participate and continue their education in pursuit of a High School Equivalency and/or career pathway services. This past year we served 241 students in the HSE Cohort and 49 of these students were online or asynchronous learners. ABQ-ALC seeks to incorporate digital literacy into our program practices by piloting additional resources for its students including Barbara Bush Foundation literacy tools. Lastly, ABQ-ALC will implement a Solar Integrated Education & Training program this year in the International District under an MOU with the International District Economic Development Center (IDEDC) and WIOA support from the Workforce Connection of Central New Mexico and established WIOA provider, Albuquerque General Contractors of New Mexico. US Housing & Urban Development funding made possible through a FY22 Congressional Appropriation (pending) will provide funding for a Solar Simulator and building to house all ALC services under one roof in the International District. Federal TANF funding in FY24 will further support the implementation with an IET Coordinator.

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.

Formalized MOU Renewal for FY23-24:
Crossroads for Women: Recovery, Vocational & Wraparound services. Crossroads for Women serves a population of primarily women in recovery in need of life skills, literacy, with some interest in high school equivalency services from Crossroad's Pavillion Shelter participants.

Albuquerque Adult Learning Center has built cohesive relationships with other non-profit organizations in the International District. ABQ-ALC serves as one of three coordinators working to develop a collective impact effort, the International District Direct Service Providers Collective, hereafter, ID Collective. Formalized in 2022 after many years of informal collaboration, this initiative involves 10 organizations that are working to coordinate services to increase the reach and quality of direct services in the high-need International District. The ID Collective partners include:

 1. Albuquerque Adult Learning Center (literacy, ESL, HSE, and workforce training),
 2. Compassion Services Center (shelter, basic needs),
 3. East Central Ministries (health clinic, child care, job training, food security),
 4. Endorphin Power Company (housing, substance abuse treatment),
 5. First Nations Community Healthsource (health, broadly defined),
 6. Immigrant and Refugee Resource Village of Albuquerque (IRRVA, wraparound supports, and basic needs),
 7. International District Economic Development Center (business incubation, and other economic development projects),
 8. New Mexico Asian Family Center (wide variety of counseling, supports, taxes and legal help, and community translation supports),
 9. Vizionz-Sankofa (wide variety of counseling, supports, taxes and legal help, and community supports), and
10. Wings for Life International (support to families of incarcerated individuals). Over the long term, ID Collective partners hope to reduce service gaps and overlaps, develop efficient communication and managerial structures (including perhaps sharing back-office support), and open a shared hub/office for partners and their clients. New leadership will require new MOU.

Albuquerque Public Schools (ABC Community Partnership Schools) MOU – Formalized from 2019-2023; a new MOU renewal is due September 15, 2023, for the continuation of our newly implemented Family Engagement services with non-AEFLA funding.

Informal MOU: Peanut Butter & Jelly (PB&J) Family Services: an MOU is pending approval for FY23-24.

Informal MOU: Heading Home's Hawthorn Family Shelter: an MOU is pending approval from Heading Home for FY23-24.

Section II. Core Indicators of Performance 2022-2023

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 2022-2023 (Table 4, last row of column B)   174

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P)   61

Post-testing rate (Table 4B, last row of column B to number of NRS participants)   73

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	37.1%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	67%
Employment Second Quarter After Exit (Table 5, first row of column G	23.0%	60.81%
Employment Fourth Quarter After Exit (Table 5, second row of column G	24.0%	63.44%
Median Earnings Second Quarter After Exit (Table 5, third row of column G	$3,700	$6,760

Section III. Evaluation of Program Effectiveness

1. Discuss your retention rate based on your number of NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

ABQ-ALC's retention rate for FY22-23 is 84%, significantly higher than in the previous four years.

Retention

- FY 18-19
- FY 19-20
- FY 20-21
- FY 21-22
- FY 22-23
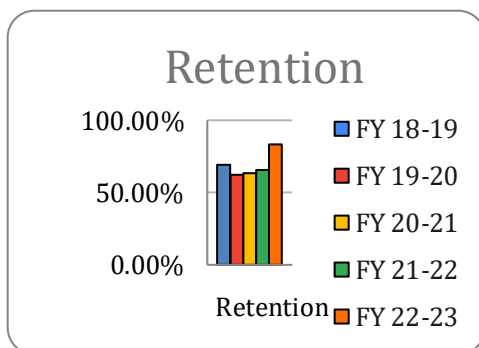
We served 241 students in this cohort. Overall, only 46 with a current fiscal year assessment and less than 12 hours left the program. We directly attribute our increased hours of onboarding to student preparation prior to entering the classroom. In FY24, our Student Success Coordinator will continue to develop our onboarding to an even more robust entry to our array of adult education programs which offers additional support to effectively participate and engage in their journey to learning and achieving their next steps to college and/or career.

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.

Post-test rate: (Fell Short)

Post Test, Level Gain, Graduates, MSG Rate
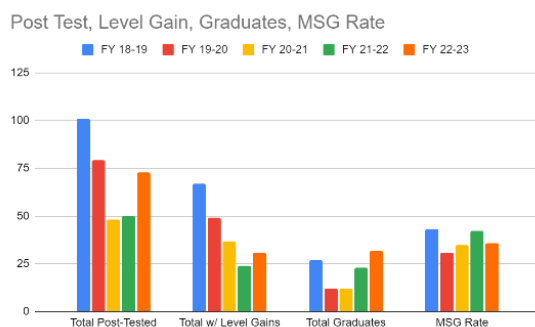
ABQ-ALC has identified post-testing as its key issue directly impacting Measurable Skill Gain (MSG) performance during FY23. The departure of three full-time staff, restructuring, staffing, and delays in bringing students in for testing contributed to this decline. We plan six terms vs eight in FY 24, to allow one week of post-testing each term. Students failing to post-test during the scheduled week will need to meet with their instructor prior to returning to class to increase MSGs.

3. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education). See Section II above. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

Measurable Skill Gain (MSG): (Exceeded)

ABQ-ALC exceeded OCTAEA's negotiated level of performance of 33% by 12% with a 37% rate, however, we did not exceed the state's program performance rate of +5% or 38% MSG rate. We attribute this decrease over the prior year to our low post-testing rate of 42%. Also, we did not take into account the impact our newly implemented ESL program (January 1– June 30) would have on MSGs. English as a Second Language participants require 50 contact hours for post-testing eligibility. However, significantly contributed to enrollment with 21 additional students. In fact, we almost met our target goal of 25 new ESL participants in six months.
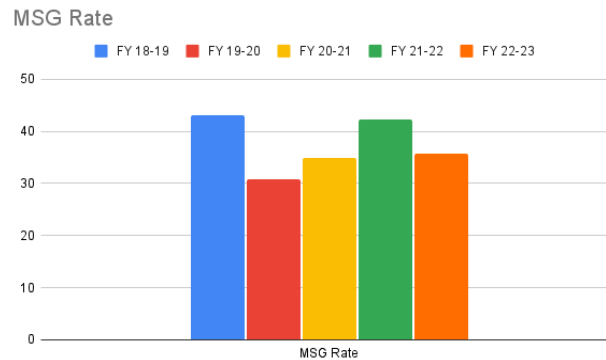
While our Distance Education Program's level gains of 28% were lower than other programs, this DE class accounts for 18% (31 of 173) of overall participants with an 82% contribution in educational functioning levels. Distance Education had a low post-test rate not unlike our agency; therefore, post-testing increases will help contribute significantly to ABQ-ALC's MSG rate in FY23-24.

Credential Attainment Rate: (Exceeded)

ABQ-ALC exceeded the number of its High School Equivalency rate over the prior year by 39%. Our combined effort to support enrollment along with changes to our onboarding and overall contact hours for our students with education functioning levels (EFLs) 4-6 resulted in a 67% rate over the prior year's 50% rate. This represents 161% over our negotiated rate of 25.7%.
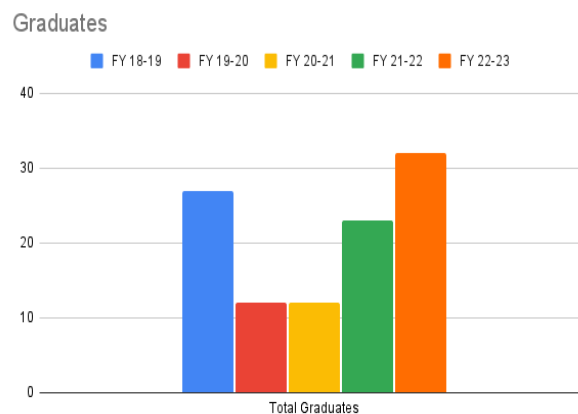
Employment Second & Fourth Quarter After Exit: (Exceeded)
ABQ-ALC far exceeded the state's negotiated rates of 23% and 24% respectively with 60.81% and 63.44% program performance rates. We attribute this significant support to students that left prior to completion based on our expanded onboarding which includes employment guidance to support students. Additionally, our instructors provide students with contextualized learning, employment support, and referrals to various support programs such as Workforce Solutions, Goodwill Industries, and other career support partners. Our program's support is directly linked to our consistency in these two performance targets with 1.66% times above our FY23 state negotiated target

Employment Second & Fourth Quarter After Exit: (Exceeded)

Employment Second Quarter after exit

Employment Fourth Quarter after exit vs. NRS Table 5

Median Earnings Second Quarter After Exit: (Exceeded)
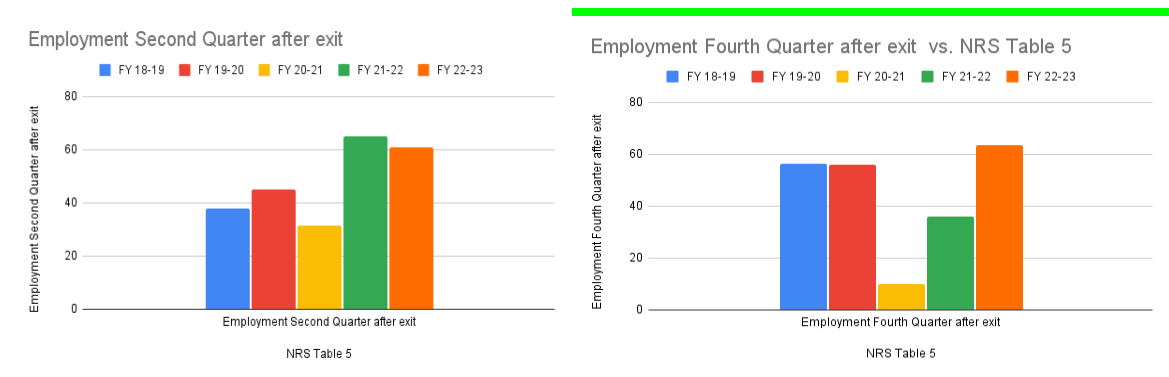
Median Earnings Second Quarter after exit vs. NRS Table 5
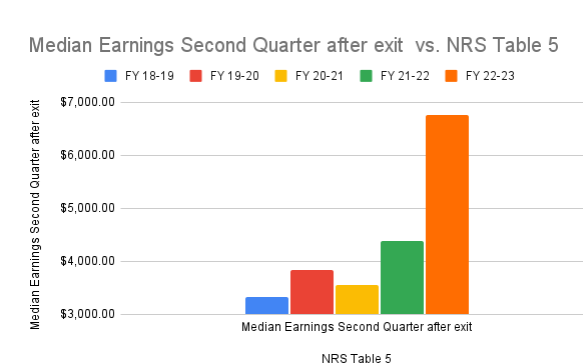
Our program's overall performance again far exceeded expectations by 83% with $6,760 actual performance over our negotiated target of $3,700. We greatly attribute our gains in each of our economic returns to our data collection. Each year, our program collects social security numbers from almost 100% of our fundable students. We will continue to support students individually and/or group field trips to surpass our workforce/career pathway services.

4. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, please reach out to Katya.)

Overall, we are steadily making our way back to pre-Covid rates in most of the State's core indicators. For example, enrollment nearing our program target of 265 overall (240 and 241), fundable students (12+ contact hours, increased from 111 to 170), and significant contributions to the state's 2nd and 4th quarter and median wages almost twice the target. Credential increases as reported above despite the low-level learners we serve attest to the community wraparound services and trust developed among the populations and communities served. We plan to dive deeper into data, particularly with our new

onboarding practices already demonstrating increases in all but our MSG rate, which decreased significantly due to our low-level post-testing. By better managing our entry, especially during the final two quarters of the year, we will ensure students have adequate time for both post-assessments to complete their educational functioning levels and attain their career pathway goals.

5. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific*. If you are a new director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established director, describe strategies you intend to use in the coming year to promote continuous improvement.

Program data informs all aspects of our organization. ABQ-ALC is driven by the state's five core performance measures that support annual reporting and direct impact to the communities we serve, our grantors, stakeholders, and above all, accountability to the students we serve. Our data helps us make decisions from year to year to ensure program services continue and/or where additional services are to be directed the following year. For example, the entire program will support a new post-testing system this year in order to support each other in the event of the loss of a staff member, illness, or other circumstances, which was largely the reason for our significant MSG decrease (25%) over the prior year (from 46.5% to 37.1). ABQ-ALC will dedicate one week to post-testing of all students, which will also allow instructors additional time to meet with students in need of additional support outside of their post-testing duties. Our team meets every six weeks for a total of eight End-of-Term instructor training meetings, an adjustment from the prior year. This is one of our best practices to ensure all aspects of our values are upheld for program success. These include accountability and student focus to name a few. Our data are reported monthly to the Higher Education Department (HED), which measures our organization's ability to meet or exceed the aforementioned negotiated state benchmarks makes us a highly accountable program and helps us to leverage additional funding to sustain the limited general and operating funding which over the past three years has continued to decline by 50%. In keeping with our values, our organization holds a platinum rating with a 95% compliance rate. Above all, ABQ-ALC strives to exceed its strategic planning goals for growth, better pay for its pool of highly skilled instructors for increased retention, and support its participants from the monolingual through credentials and/or a career pathways.

Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

1. Fill out the chart for common career and training services applicable to AEFLA programs. *For definitions of career and training services, how to calculate these costs, and other guidance, **please read** the appendix to this report template. **Do not** fill this out without reading the entire appendix carefully. **Do not** skip this section.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, *Excluding* Administrative Costs, for Program Year 2022-2023	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs
Outreach, intake, and orientation information	Career Service	221	$41,052.96	$241.49
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	207	41,052.96	$198.32
Referrals to and coordination of activities with other programs and services.	Career Service	40	$41,052.96	$1026.32
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	0	0	0
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	25	$41,052.97	$1,642.12
Total:	Career Service	493	$41,053.97	$3,108.26
Integrated Education and Training (IET) programs	Training Service	0	0	$0.00

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

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

➢ The Executive Director seeks to engage more closely with the WCCNM local One-Stop as part of her Professional Learning Plan to include the implementation of a collaboration with our Adult Education team and sharing this best practice with the central region.

➢ Direct meeting request with the Operations Manager of the Central Region's New Mexico Workforce Connection at our local One-Stop Center and in-person meetings with previous DWS managers with ABQ-ALC's IET projects and AE grant interests.

➢ Invitation to Instructor's classrooms and/or participation in ABQ-ALC's community outreach events.

➢ In-person as well as online field trips/onsite scheduled visits with our students in coordination with the WCCNMs Operations Manager.

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: https://www.dws.state.nm.us/en-us/Workforce-Boards. How did your program align adult education and literacy activities in 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?

Our non-profit AE Program is, for the first time in 13 years, offering additional services including English as a Second Language (ESL) and Family Engagement services in addition to the other five AEFLA allowable activities. ABQ-ALC has reached out to the new Operation's Manager of the WCCNM and additional opportunities to partner with the Central Region Workforce Board based on meeting convened by our State Director which brought Adult Education and WCCNM Officials to the table for increased collaboration and input in the local area plan.

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 2022-2023 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? Be specific.

   During Intake and Orientation, new students complete a career exploration activity in which they take both a Myer-Briggs test as well as completing the Interest Profiler on O*Net. As part of the Myers-Briggs test, students are asked to look at their personality type and the types of career fields that typically interest individuals with that personality type. Students are then asked to reflect on the results of their Myers-Briggs and Interest Profiler, to determine "best fit" career paths and write a career journal. While students are enrolled in classes with ABQ-ALC, instructors contextualize instruction to career interest, and help with job search, resume, interview skills, and other career pathways support. Students pursuing fields that require post-Secondary education are typically assigned a research-based assignment to investigate schools and programs available to them to pursue their chosen career path. Students also meet with their instructor each term (during FY 22-23 we operated with 8- six-week terms) to review or complete a learning and career plan. Students interested in Construction and six other industry fields are connected with Associated Builders and Contractors of New Mexico (ABC NM) and other employers.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information: **N/A**
   i. A full list of all IET programs offered in the reporting year period.
   ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

   https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

3. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

   ABQ-ALC plans to add a new Solar IET Program during Fiscal Year 2024. ABQ-ALC will pilot a new Solar Pre-Apprenticeship Program—offering professional training concurrent with literacy and high-school equivalency training to expedite progress to a credential in an in-demand career, while also helping participants to complete basic education requirements needed in any job. ABQ-ALC received Federal TANF funding for an IET Coordinator in support of the development and maintenance of a new Solar Industry IET program. This IET Coordinator request is a priority as ALC's Executive Director has leveraged funding for a building to house all ALC program services (from cradle to career) under one roof. This IET building will create efficiencies whereby ABQ-ALC has operated and managed an average of five adult education programs at different locations since 2010. ABQ-ALC anticipates its federal building appropriation within a few months and will be actively seeking a full-time Coordinator for full implementation on or before January 2024.

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.

   All prospective students register online via ABQ-ALC's website and are emailed immediately to schedule their Intake and Orientation Class. FY22-23 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 that covered various topics including: 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. Class placements offered students two hours per class, Monday through Thursday in person, and students were 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 offer support to students working independently by using Essential Education and other online platforms. The overall educational functioning levels (EFL) for our DE program at 81.82% over our overall EFL rate of 61.43% is most reflective of this intensity and level of instruction.

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.

   As a student focused organization, all ABQ-ALC instructors, including our Distance Learning instructor, meet students where they are, and work to address the primary barriers to learning. These may include any one or more of the following barriers to success such as PTSD and other psychological issues, lack of childcare, family responsibilities, lack of motivation, internet instability, feeling unsupported and alone, and fluctuating work schedules. While in-person instruction may best support these barriers, our Distance Learning instructor also establishes rapport with students by providing a safe and nurturing environment in the classroom during the week and some weekend schedules. Our in-person instructors and distance learning instructor have identified and support referrals for the following wraparound services:

   ➢ Computer literacy and MS Office Suite (Goodwill Industries, Inc.)
   ➢ Coaching and counseling (online networks and resource list of local providers)
   ➢ Tutoring in the subject areas (internal referrals to ALC's Volunteer Pool)

> ➤ Childcare services (referrals to YDINM and PB&J)
> ➤ Laptops and classroom books for tactile learners (directs students to ABQ-ALC main office).

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.

The online platforms utilized by instructors and students are aligned to CCRS standards. Essential Education is aligned to the CCRS, as is Khan Academy Math (correlations to Common Core and CCRS are available.) Most in-person lessons conducted by instructors were aligned to CCRS. ABQ-ALC does not require instructors to use a specified curriculum, however, that is under investigation to create or modify an existing curriculum to better support outcomes.

Starting in Fiscal Year 2023-2024, ABQ-ALC also plans to employ the Steck-Vaughn Fundamentals Series for Adult Literacy courses, which aligns with the TABE assessment tool and allows for matching of student progress with the most beneficial curriculum. Aztec, the publisher that now owns Steck- Vaughn, has been providing adult learning curriculum and learning materials for over four decades. The Fundamentals series sets the groundwork in all three major academic areas including: reading, mathematics, and language arts. The curriculum uses a scaffolding approach utilizing and enhancing the concepts mastered before it. The series provides mature life and work situations and age-appropriate graphics to present each lesson- which keeps learners engaged. It also provides diagnostic, learning, and practice opportunities that assesses and prescribes a customized individualized learning plan to assist learners in the remediation of basic skills. We will also continue to use Khan Academy and Essential Education learning software as supplemental instructional tools. We prefer materials that align with our TABE assessment tool, allowing us to easily track student success and progress.

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 training.

The theoretical frameworks that have informed ABQ-ALC's in-house professional development are andragogy and constructivism. The in-house professional development was designed with the understanding that adult education instructors and staff need professional development that is:

1) Relevant to their jobs, and
2) Situations where they can bring their experience to the discussion. We do not quiz our staff on these concepts but ask them to contextualize them to what they practice in the classroom.

The four main components of the PD classroom are:
1) Historical foundations of adult ed: How Myles Horton, Paulo Freire, and Malcolm Knowles work influenced and structured the current state of adult education
2) From Tying Theory to Practice: Pedagogy, Andragogy, Experiential Learning, Constructivism, and Maslow's Hierarchy of Needs
3) Best practices in instructional delivery: Bloom's Taxonomy & Webb's Depth of Knowledge, learning goals and objectives, lesson planning, and backwards design, and
4) State and federal recommendations via the New Mexico Hire Handbook: WIOA, CCRS, Career Pathways initiatives, and Contextualized Instruction. One example of connecting a historical figure's work with present practice: Instructors read an excerpt from *Pedagogy of the Oppressed* and answer

a reflective question asking what they learned about systematic oppression and how we can prevent a 'banking model' in our own program. Trying theory to practice: After reviewing information on pedagogy and andragogy the following questions are posed: What are some assumptions that adult education staff make about adult ed students? What are some assumptions that you made about adult ed students? How can we implement what we know about pedagogy and andragogy into our instructional delivery to better support our students? From Best practices: Choose one HSE or literacy learning activity. Using Webb's Depth of Knowledge question stems, challenge the activity with different DOK levels. 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 Career Pathways needs of our students.

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

For this section, if the program received IELCE funding for 2022-2023, 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. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)
   - Achieved Citizenship Skills   _____
   - Voted or Registered to Vote   _____
   - Increased Involvement in Community Activity   _____

3. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

4. 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.

5. 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.

6. 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.

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 2022-2023, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: **N/A** [   ]

2. 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.

3. Regarding WIOA Section 225 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.

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 2022-2023 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter $0 here.

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 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
400	$35.00	$14,000

4. Please indicate FY 2022-2023 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
405	$12.00	$4,860.00

5. Please indicate FY 2022-2023 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
36	$35.00	$1,260.00

6. Please indicate total fair market value of donated supplies and materials.
   (e.g., books)
7. Please indicate total fair market value of donated equipment.
8. Please indicate total fair market value of donated IT infrastructure and support.

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
707 sq. ft.	$6/sq. ft.	$4,242.00
809 sq. ft.	$6/sq. ft.	$4,890.00
858 sq. ft.	$6/sq. ft.	$5,148.00

Alternate option:

Please indicate institution's building renewal and replacement allocation

IX. Fiscal Survey (Continued)

A. **Additional grants, funding from partnerships, etc.**

1.   Please list other sources of support and their contributions for FY 2022-2023.

Source	Amount
Albuquerque Community Foundation	$13,012
Bernalillo County	$54,734
State District Attorney's Office	$39,668
Del Norte Rotary of Albuquerque	$2,500

B. **Program Income Activities**

2.   Please indicate the amount of PROGRAM INCOME generated from your program for the 2022-2023 fiscal year. **N/A**

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	