



**State of New Mexico
Higher Education Department
Adult Education Division**

**Program Annual Report
Preparation Guidelines and
Reporting Template**

2023-2024

Please email reports in PDF form to:

adult.education@hed.nm.gov

Adult Education Division
New Mexico Higher Education Department
2044 Galisteo, Suite 4
Santa Fe, NM 87505

**Reporting Deadline
September 3, 2024**

(Please email your reports to adult.education@hed.nm.gov no later than 5:00 p.m. on the due date.)

New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report Cover Page

Program Name:	Center for Educational Opportunity & Career Pathways	
Institution or Organization:	Catholic Charities	
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Workforce Region(s) Served:	Central	
New Mexico Counties Served:	Bernalillo, Sandoval, Santa Fe	
Submission Date:	9/9/2024	
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Natasha Gacinski

09/09/24

Signature of the Chief Executive Officer or Designee

DATE

Natasha Gacinski, Chief Executive Officer

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.

Catholic Charities is a 501(c)(3) nonprofit human service agency providing a wide range of programs through six programmatic Centers for Excellence: Center for Educational Opportunity & Career Pathways, Children's Learning Center, Center for Immigration and Citizenship Legal Assistance, Center for Refugee Support, Center for Self-Sufficiency and Housing Assistance, and the Center for Community Involvement.

Catholic Charities' Center for Educational Opportunity & Career Pathways provides adult education classes to support students in English language acquisition, attaining high school equivalency, developing job skills, and transitioning to post-secondary education, and training or employment. Our diverse team of teachers, support staff, and volunteers are dedicated to strengthening the community by helping adult students achieve their educational goals in a safe and supportive learning environment. Our main site is within Catholic Charities' main office building, Casa de Corazon, which is located in the heart of the Albuquerque South Valley at 2010 Bridge Blvd. SW, Albuquerque, NM 87105.

We have a particular focus on low-income immigrants/asylees/refugees with limited English proficiency. The majority of our students speak Spanish, but we also collaborate with Catholic Charities' Center for Refugee Support to serve recently resettled refugees speaking Arabic, Dari, and Pashto.

We offer a laptop loan program and digital literacy support to help overcome the digital divide and ensure all students can successfully participate.

Under our AEFLA program, our classes included:

- High School Equivalency (HSE): We offer several classes in English and Spanish and cover academic knowledge and skills in the areas of reading, writing, social studies, science, and math, to prepare students to pass the HSE tests (GED and HiSET). At higher levels, classes focus on specific content areas, with one focused on reading, social studies, and science, one focused on writing, one focused on basic math, and one focused on advanced math. HSE classes also integrate the use of digital technologies, as well as activities intended to empower students as they select, plan, and pursue a career pathway. Our program uses BurlingtonEnglish and Ellii software to supplement instruction for English language learners. Courses are offered both online and in person.
- English as a Second Language (ESL): We offer three levels of ESL classes. TABE Clas-E results and teacher informal assessment determine the appropriate class level that will help challenge students to improve. Most courses serve majority native Spanish speakers, but we also have a small but growing group of students that speak Arabic, Dari or Pashto and offer some targeted courses for that population. Our goal is for students to understand, speak, read, and write English by the end of our program. Classes focus on grammar, writing practice, everyday skills, reading, speaking, and technology.

Our classes incorporate BurlingtonEnglish and Ellii, blended literacy educational software designed to help students gain basic language skills, develop digital literacy, and learn useful vocabulary in order to communicate and interact successfully in their everyday lives. Courses are offered both online and in person.

- Conversation Partners: This is a community building class where English language learners can engage with English speaking volunteers and instructors. This provides opportunities for students to use new English vocabulary and to encourage comfort and confidence in speaking English. Students and volunteers share

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conversation, and culture. The goals of this class are to build English vocabulary, listening, and speaking skills. At the end of this course, students will have met personal goals which include introducing themselves to a new acquaintance and asking and answering "small talk" questions to get to know them. This course is offered both online and in person.

- **Heavy Equipment Operation:** This course uses curriculum from the National Center for Construction Education and Research (NCCER), a standardized internationally-recognized program of accredited craft training. Key features of the program include instructor certification, competency-based training, and performance testing. The program provides trainees and companies with a standard form of industry recognized credentials through the National Registry of the NCCER. To support low-level learners, who may or may not possess a high school diploma or equivalent, this program integrates HSE coursework as well as English for the construction field with workforce prep and training to achieve the three key shifts in the college and career readiness: focus, coherence, and rigor. This course is held both in person and online.
- **ESL for Childcare Workers, an English for Special Purposes program:** This course is for intermediate English speakers and is designed to improve the English language skills of students interested in pursuing a career in the childcare field. Students are supported in contextualized English development for speaking and writing skills required to be successful in the field. Instructor support is also provided for students working to earn their 45-hour certification via a self-paced online program.

Most classes meet for a total of four hours a week, either meeting for two hours twice a week or four hours once a week. Schedules of individuals who benefit from our education services vary; therefore, we offer classes at different times so that classes can be available to everyone seeking them. Students can get additional help in various areas through learning labs or tutoring from instructors and volunteers.

In addition to our AEFLA funded program, we also provide IELCE courses, a roofing apprenticeship program in partnership with the New Mexico Roofing Contractors Association and digital literacy classes in both English and Spanish, funded by a grant from UnidosUS.

- **Civics/ESL:** This program includes instruction English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. We offer levels 1 – 3 depending on English language proficiency. BurlingtonEnglish, the USCIS curriculum as well as teacher created materials and field trips are used for this course. This course is offered both online and in person.
 - **Digital Skills for Life (DS4L):** This basic digital literacy program, funded by UnidosUS, is a comprehensive digital literacy initiative tailored for Latinx adults. This program provides essential training in fundamental technology skills, encompassing computer hardware and software, internet usage, professional online communication, social media navigation, app utilization, and cybersecurity basics. Designed with cultural sensitivity and linguistic accessibility in mind, DS4L offers its curriculum in both English and Spanish. This approach ensures that participants can learn comfortably in their preferred language, enhancing the program's effectiveness. By participating in DS4L, individuals acquire crucial digital competencies that enhance their readiness for academic pursuits, professional endeavors, and daily life in an increasingly digital world. The program aims to bridge the digital divide and empower adults with the technological skills necessary for success in the workplace.
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.

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- a. We experienced less turnover in instructional staff during the fiscal year. We lost one instructor who was a graduate student that moved on to focus more on grad studies. We found two fantastic part-time replacement instructors.
 - b. During fy24 we collaborated with two different APS schools to offer ESL and digital literacy courses for adults in their community.
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.

Digital literacy is essential for success in today's world. Adults need to be able to use technology to communicate, learn, and work. For example, digital literacy is important for finding jobs, applying for benefits, and staying connected with family and friends. Digital equity is important to ensure that all adults have access to the technology and resources they need to succeed. Not all adults have equal access to technology and the internet and many of our participants require support in this domain. For this, we will continue to offer a laptop loan program and also provide opportunities for participants to use our computer labs on site.

For PY24 we increased the number of in person courses being offered and are incorporating in person activities for participants in online courses in order to build an increased sense of belonging and community among participants. We are also offering some hybrid options for students with purchase and use of the owl communication devices in our classrooms. We plan to increase hybrid offerings during the upcoming PY.

Our basic digital literacy courses and workshops improve community access to our classes as well.

1. 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.
2. This past program year, Catholic Charities' Center for Educational Opportunity had Memoranda of Understanding (MOU's) in place as well as less official collaborative relationships with a variety of institutions, employers and organizations in central New Mexico, all of which are designed to promote career pathways for our students. At present, partners include:
 - New Mexico Roofing Contractors Association (formal MOU)
 - Albuquerque Hispano Chamber of Commerce (member)
 - New Mexico Workforce Connections (IFA)
 - Goodwill Industries of New Mexico (formal MOU)
 - Safety Zone Credentialing (formal MOU)
 - TLC Plumbing, HVAC, and Electrical (informal)

The center also has working relationships with several community partners. These relationships are aimed at providing off-site classes, referring students to our programs, recruiting volunteers to provide tutoring and other support to our program, providing professional development for our teachers, connecting our students to further higher education, or enhancing our classes to further our students' career skills and opportunities. These partners include:

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- CNM
- AGC (Associated General Contractors)
- The Mexican Consulate of Albuquerque
- New Mexico Adult Education Association
- Rio Grande Credit Union
- Nusenda
- ABC Community School Partnership
- Atrisco Companies
- United Way of Central New Mexico
- NM DELT
- Albuquerque Public Schools
- Enlace
- Encuentro
- US Citizenship Immigration Services
- BeWell New Mexico
- New Mexico Hispanic Cultural Center
- Catholic Charities USA

Additionally, cooperative arrangements are an essential component of Catholic Charities, both as a key member of the Archdiocese of Santa Fe, and as a human services agency providing a wide-spectrum of services to those in need. Through the Archdiocese of Santa Fe, Catholic Charities has extensive ties to local communities, parishes, and neighborhoods throughout central New Mexico. Our Center for Educational Opportunity & Career Pathways is just one of six Centers of Excellence encapsulating Catholic Charities' many services. The others are Center for Self-Sufficiency and Housing Assistance, Children's Learning Center, Center for Immigration and Citizenship Legal Assistance, Center for Refugee Support and Center for Community Involvement. Each of these programs have other program and mission partners. These relationships help us provide wrap-around services for students and to connect to a wide variety of students throughout Albuquerque, particularly Spanish-speaking parishes in the South Valley who often welcome us to recruit students.

3. 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 process regarding the Professional Learning Plan included:

- i.) the discussion of guidelines for all the staff members to review the policy and the competencies
- ii.) a form to document what the top three professional learning priorities were for each team member, also identifying relevant training or courses and associated costs
- iii) a staff meeting dedicated to discuss department priorities

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As goals for the department as a whole, we identified:

- The need to standardize a new intake and onboarding process, informed by evidence-based successful practices
- The need to survey best practices regarding pre and post assessments (number of subtests assigned)
- The need to strengthen the components of our IET offerings

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

Successes:

- We standardized our new onboarding program, with lesson plans adapted for both synchronous and asynchronous learning. (See a more detailed overview of this process in Section VI below).
- In response to our findings related to the second priority, we now require our ESL learners to take CLAS-E reading and listening for pre- and post-test (vs. only reading before) and TABE 11/12 math and language for ABE learners (vs. just math before). The CLAS-E initial assessment has also helped us make more informed decisions during initial placement, as English language learner's oral and textual abilities are often at different functional levels. We take the lowest score in either domain as the criterion for placement. (See details in Section VI below). After attending a related session at MPAEA, we also explored the possibility of assessing our Spanish HSE learners through WorkKeys, since it is NRS approved and includes various curriculum components in both English and Spanish. However, we decided not to pursue this alternative for now.
- We used what we learned at the IET institute last April to reformulate the essential components of our existing IET and to draft the formal proposals submitted to NMHED.

Challenges:

- Even though we were very intentional, initially, to promote the Professional Learning Plan as defined by the state policy, we need to keep insisting about the ongoing relevance of this statewide initiative. It is not yet firmly grounded in the department's culture.
 - The choice of professional learning opportunities seems to be driven, most of the time, by opportunities and invitations that pop up in our email inboxes rather than by our individual plans. There seems to be a significant gap between the actual professional learning activities and the formally stated intentions that resulted from individual self-assessment vis-a-vis the competencies. We plan to implement a system to fill this gap.
- 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?

As the challenges outlined above indicate, our success has been partial and there is much more that we need to do to take full advantage of the professional learning system.

We need to survey best practices related to the following goals:

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- Fostering awareness of the professional learning system (policy, competencies, and learning opportunities) among all members of the team, especially part-time faculty with limited weekly schedules.
- Adding new staff members to the system. When is it most prudent to require them to start? New instructors can get overwhelmed with the number of systems they have to navigate initially, by the volume of requirements, and all that is needed to perform effectively in the classroom.

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) 179

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) 259

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) 69

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%	23.7%	27.72%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	0*	50%*
Employment Second Quarter After Exit	24.0%	42%	27.33%	25.85%

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(Table 5, first row of column G)				
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	16.39%	26.18%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$4,226*	\$5,298.88*

*Value from Table 5 row (C), row G had no value.

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.

In PY23 247 students entered the program and 238 of them were NRS participants. This was due to an increased push for all new students to pre-test at entry. As always, some students stopped out after receiving a couple of instruction hours. Many others stopped out after achieving only 10-15 instructional hours, resulting in a post-test rate of 35.73% among NRS participants. This low rate of post-testing led our team to attempt a different approach during the next program year.

In PY24, we filtered those students who were going to be pre-tested by avoiding pretesting at entry since this could only create a hefty number of NRS participants leaving the program without enough hours to post-test. So, we pretested all students after completing 12 instruction hours, lowering our NRS participants to 179 from the 259 who entered the program. We thought this would have more students committed to their classes, but after completing a few hours after the pretesting around 35% of students left the program with less than 16 hours. This time almost 40% of students got post-tested. The changes we instituted did not result in our program reaching our goal.

Retention has been a great obstacle based on the population we served. HSE students are more consistent throughout the program; however, ESL students are more unpredictable, as we experienced during both program years (23 and 24).

Establishing strategies to establish a balance between community accessibility to the program and retention improvements including creating new and discrete orientation sessions, increasing the numbers of reports during the semester, and having more student activities including a student ambassador program, field trips and work force readiness workshops.

We understand that we serve a floating migrating population which can present significant challenges in managing retention rates as well as MSG achievement.

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.

Starting PY23, we started testing everyone who entered the program, and we had that 96.35% who entered the program were NRS participants; however, many of these students left the program without completing the program having a low percentage of MSG achievement. 35% of students that enrolled took both a TABE pre and post test; those who persisted and completed our program achieved the State goal, having EFL gains of 51.76%. Now in the PY24, we had 179 NRS participants from 259 who entered the program, these was based on having students pretested after they completed 12 hours during the program; however, this strategy didn't get the results we were expecting since many students, at least 30%, exited the program without a post-test and with at least 16 hours.

We have implemented a new platform for enrolling students that will create a better process. We are increasing the follow up of students entering the program, making sure every single student who enters the program is pre-tested after completing the orientation process. During this period, we are making sure that

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the students who stay in the program are the ones with the intention of completing their classes until the end. Weekly attendance reports will facilitate the timely identification of students eligible for a post-test. An increase in the number of TABE subject tests may also maximize the opportunity for an EFL.

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.

We have been performing below the negotiated levels that the State is requiring. The program is making changes that will ensure these requirements can be met in the near future. We have identified that are biggest challenge is the student retention, particular among our ESL students. Our strategies include increasing the follow up by both instructors and the student outreach coordinator, and providing more programmatic activities to increase retention during the semester. Within the students who are pre and post tested we can see that our program is within the standards that the State is having PY24with the percentage of 50.72% EFL gains. This percentage has been consistent from PY23. This data indicates that for students that persist, our program is effective at providing instruction that results in EFL gains.

A large proportion of the students we serve do not hold social security numbers which presents a program burden to implement follow up surveys to procure data instead of automatic data matching which is implemented for those with social security numbers. We have a very low rate of response to these surveys.

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

We struggle with TABE pre-testing and post-testing rates and are implementing more rigorous reporting by the data tech to the instructional staff in order to identify students eligible for testing and establishing more group TABE testing opportunities. We are also creating a more streamlined process between students/instructors/proctors/Data Tech as well as increased communication with the state team.

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

We have been improving at a slower pace than expected, but with the implementation of a more rigorous follow-up, and having a more data-driven decision-making process, we will be soon getting the desired results.

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.

Our team has identified three strategic goals for continuous program improvement:

- The consistent inclusion of student voice in our program development. This will include, along with our standard student surveys, the creation of a student advisory group and the expansion of our student ambassador program. The benefits of including student voice include: enhanced program relevance, tailored offerings that meet student needs, improved student engagement and retention, student leadership development and fostering community.
- Increase student coaching/navigation and connection to local resources. This will require a more personalized approach to identify and assist students in finding resources to address

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needs that present a barrier for program involvement and persistence. This will require the creation of a resource/partner resource list as well as greater partnership development.

- Improved program standardization via the creation of new policies, procedures and curriculum use/training. All staff will contribute to the content of and become well trained in the use of these materials.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	259		
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	259		
Referrals to and coordination of activities with other programs and services.	Career Service			
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			
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	259		
Total:			*0	
Integrated Education and Training (IET) programs	Training Service	15	30000	2000

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

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

Our Heavy Machine Operation program coordinator has reached out to both the central and northern workforce boards as well as NMWFCC along with our HEO trainer on many occasions. Our center has not received any referrals from One Stop staff and our experiences with job placement for our students participating in our heavy machine operation program have been lackluster.

The director has begun attending NMWFCC team meetings periodically to help build rapport and a deeper understanding the of the process of referrals.

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

Our MOU with WCCNM makes us a One Stop Workforce Partner. This MOU provides for the provisions to collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the defined “Partner Services” including basic services such as: outreach, intake and orientation to the information, services, programs, tools and resources available through the WCCNM system; access to employment opportunity and labor market information; information on the availability of supportive services and referral to such, as appropriate; and determination of potential eligibility for workforce Partner services, programs, and referral(s). Each partner outlined in the MOU commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement, and partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers.

Our student on-boarding process includes walking students through registering in the WCCNM portal and navigating the resources it provides. We also invite representatives from WCCNM to present to our students during on-boarding or throughout the semester.

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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.

Career planning and advising is structurally built into our Adult Education program in a number of ways. First, all students are required to complete a career assessment as part of their enrollment. This assessment helps students to identify their interests, skills, and values, and to explore potential career paths. Second, students have individual conferences with their instructors to review progress toward goals and next steps. Third, students can participate in career workshops and seminars on topics such as resume writing and interviewing skills. Finally, students can access online resources and tools to help them with their career planning.

We believe that career planning and advising is an essential part of adult education. By providing students with the tools and resources they need to develop a career plan, we can help them to achieve their educational and career goals.

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) 15

3. What percentage of your NRS students participated in IET programs 8.37%

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

4. Enter MSG rate of your IET participants 37.50%

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

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

We experienced significant challenges with our HEO trainer during this program year which led to significant disruption in curriculum delivery and student success. Students

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 orientation and onboarding process consists of:

- a) A general information session with an overview of our program, scope of services, course offerings, and calendar.
- b) A five-part onboarding curriculum (2 hours per session, for a total of 10 hours).
 - i. Session 1 focuses on in-depth course descriptions, strategies for success, and motivation

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ii. Session 2 focuses on identifying barriers and strategies to overcome them and discussing time management tools

iii. Session 3 involves goal setting and career interest assessments using O*NET

iv. Session 4 used for pre-test (TABE CLAS-E or TABE 11/12)

v. Session 5 focuses on advisement, placement, and class registration

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

Our Fall term is from August through December. Our Spring term is from January through May.

The number of weeks and instructional hours for Fall and Spring provide an adequate time frame for our scopes and sequences and pacing guides. Our course calendars ensure that the learning goals for each level or track are met by the end of the Fall or Spring terms.

During the Summer term, there are 3-week or 6-week courses, which usually serve to either strengthen learning objectives for cohorts from previous terms, or to introduce new students to the program.

For ESL courses, learners could potentially finish the program in 3 major terms (Fall or Spring), as follows:

ESL Level	Criteria for placement	Criteria for successful completion
Beginning	NRS 1 or 2 through TABE CLAS-E pretest for reading and listening.	NRS 3 or higher through TABE CLAS-E post-test for reading and listening
Intermediate Level	NRS 3 or 4 through TABE CLAS-E pretest for reading and listening.	NRS 5 or higher through TABE CLAS-E post-test for reading and listening
Advanced Level	NRS 5 or lower end of NRS 6 through TABE CLAS-E pretest for reading and listening	High NRS 6 through TABE CLAS-E post-test for reading and listening.

For IELCE courses, learners can potentially meet their learning goals after successful completion of two major terms. We offer two sequential courses: Citizenship I (Beginning ESL and Civics Education) and Citizenship II (Intermediate ESL and Civics Education). English Language Proficiency Standards (ELPS) inform the ESL curriculum.

Assessment criteria for IELCE:

ESL Level	Criteria for placement	Criteria for successful completion
Beginning	NRS 1 or 2 through TABE CLAS-E pretest for reading and listening.	NRS 3 or higher through TABE CLAS-E post-test for reading and listening
Intermediate Level	NRS 3 or 4 through TABE CLAS-E pretest for reading and listening.	NRS 5 or higher through TABE CLAS-E post-test for reading and listening

ELPS as well as the USCIS learning materials inform the IELCE curriculum.

For High School Equivalency courses, we offer two tracks. Track 1 focuses on reading, writing, social studies, and science. Track 2 focuses on math.

These are multi-level classes. All the students in a cohort complete the same learning units simultaneously, but each lesson includes differentiation strategies to encompass the needs of learners across the spectrum and adapt to various learning goals. More advanced students may finish the curriculum in two terms, if they take one track (four hours per week), or in one term, if they take the two tracks (eight hours per week).

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Lower level students usually need to take the same course more than once before they have skilled up sufficiently to take the official HiSET or GED tests.

Other course offerings, such as IETs, follow sequences of learning activities that result from the integration of the standardized career training curriculum and a pre-determined set of ESL or HSE learning objectives.

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. Our program offers digital literacy classes, as well as ongoing support with technology related tasks within the context of each course.

We offer career navigation services, which include initial goal setting and career interest assessment, job fairs, workshops (e.g., resume writing) and work place trainings (e.g., CPR).

Recently, we have partnered with the local organization Encuentro to offer nutrition workshops.

Our testing center offers GED or HiSET testing opportunities during the evening and on Saturdays.

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.

CCRS and ELPS are the foundation on which we have built our scope and sequences and curricula.

Sample scope and sequence for a Beginning Level ESL class for a 16-week course.

LEARNING EXPERIENCES

Weeks	Standards	Grammar, Speaking, Listening, & Writing Skills Objectives - Students will with support...	Life Skills & Workforce Development Objectives - Students will with support...	Activities
1	ELP Standard 1 construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing	identify a few key words and phrases in oral communications and simple spoken and written texts	make sense of problems and persevere in solving them ask questions and define problems	

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2	<p>ELP Standard 2 Participate in oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions</p>	<p>actively listen to others</p> <p>participate in short conversations and written exchanges about familiar topics and in familiar contexts</p>	<p>present simple information</p> <p>respond to simple yes/no questions and some wh questions</p>	
3	<p>ELP Standard 3 Speak and write about Level-appropriate complex literary and informational texts and topics.</p>	<p>communicate information and feelings about familiar texts, topics, and experiences</p>	<p>make sense of problems and persevere in solving them</p> <p>attend to precision</p>	
4	<p>ELP Standard 3 Speak and write about Level-appropriate complex literary and informational texts and topics.</p>	<p>communicate information and feelings about familiar texts, topics, and experiences</p>	<p>construct explanations and design solutions</p> <p>obtain, evaluate, and communicate information.</p>	
5	<p>ELP Standard 4 construct level-appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>express an opinion about a familiar topic, experience or event.</p> <p>give a reason for the opinion</p>	<p>construct viable arguments and critique the reasoning of others</p> <p>attend to precision</p> <p>analyze and interpret data</p> <p>engage in argument from evidence</p> <p>obtain, evaluate, and communicate information</p>	

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6	ELP Standard 5 conduct research and evaluate and communicate findings to answer questions or solve problems.	carry out short, shared research projects gather information from a few provided print and digital sources	make sense of problems and persevere in solving them plan and carry out investigations	
7	ELP Standard 5 conduct research and evaluate and communicate findings to answer questions or solve problems	label collected information, experiences, or events recall information from experience or from a provided source	construct explanations and design solutions obtain, evaluate, and communicate information.	
8	ELP Standard 6 Analyze and critique the arguments of others orally and in writing	identify a point an author or a speaker makes	construct viable arguments and critique the reasoning of others engage in argument from evidence	
9	ELP Standard 7 adapt language choices to purpose, task, and audience when speaking and writing.	show emerging awareness of differences between informal and formal language use	ask questions and define problems construct explanations and design solutions	
10	ELP Standard 7 adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to	ask questions and define problems construct explanations and design solutions	

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11	<p>ELP Standard 8 Determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>relying heavily on context, questioning, and knowledge of morphology in their native language(s), recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events</p>	<p>make sense of problems and persevere in solving them</p> <p>ask questions and define problems</p> <p>obtain, evaluate, and communicate information</p>	
12	<p>ELP Standard 8 Determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>relying heavily on context, questioning, and knowledge of morphology in their native language(s), recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events</p>	<p>make sense of problems and persevere in solving them</p> <p>ask questions and define problems</p> <p>obtain, evaluate, and communicate information</p>	
13	<p>ELP Standard 9 Create clear and coherent level-appropriate speech and text</p>	<p>communicate basic information about an event or topic</p>	<p>ask questions and define problems</p> <p>plan and carry out investigations</p> <p>analyze and interpret data</p> <p>construct explanations and design solutions</p> <p>engage in argument from evidence</p>	

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14	ELP Standard 9 Create clear and coherent level-appropriate speech and text	use a narrow range of vocabulary and syntactically simple sentences	ask questions and define problems plan and carry out investigations analyze and interpret data construct explanations and design solutions engage in argument from evidence	
15	ELP Standard 10 demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions	attend to precision ask questions and define problems obtain, evaluate, and communicate information	
16	ELP Standard 10 demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	understand and respond to simple questions	attend to precision ask questions and define problems obtain, evaluate, and communicate information	

The “Activities” column is not filled out because each instructor creates lessons differently.

Sample scope and sequence for an HSE course.

COURSE A - LESSON CALENDAR

The following tables include the specific dates for the Fall 2024 Term. We offer Course A on Mondays and Wednesdays, and Course B on Tuesdays and Thursdays. The number of weeks for our Spring Term is approximately the same. Therefore, the only required action to adapt the template is to change the dates.

August 12 th	Identify the main idea of an informational text Identify supporting details in an informational text	Classify the different parts of speech
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August 14 th	Skim and scan informational texts	Writing activity: cellphone photo exercise
August 19 th	Summarize key information from a text	Identify the parts of a sentence
August 21 st	Analyze relationships of comparison and contrast in informational texts Analyze cause and effect relationships in informational texts	Writing activity: write about your ideal job (Identify each complete sentence within the paragraph.)
August 26 th	Differentiate facts from opinions	Correct subject-verb agreement errors in sentences
August 28 th	Determine the explicit or implicit point of view expressed in a text	Writing activity: write a paragraph integrating three pieces of data
September 2nd - Labor Day - No classes		
September 4 th	Make inferences and draw conclusions using from an informational text	Identify different types of compound sentences: coordinated, subordinate, and juxtaposed
September 9 th	Use different analysis strategies to determine the meaning of unknown words in a text	Writing activity: given a topic sentence, add 3 or 4 additional sentences to complete a paragraph.
September 11 th	Identify the formal features of fictional texts: setting, narrator, characters, plot, language, style, register, atmosphere, tone, and theme.	Correct grammatical errors in compound sentences
September 16 th	Interpret fiction	Writing activity: comment on what you liked about the story
September 18 th	Interpret fiction	Use periods to separate sentences within a paragraph
September 23 rd	Identify the formal elements of poetry, focusing on figurative language Analyze and interpret poems	Writing activity: write a descriptive paragraph about a place you really like or that holds special meaning for you

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September 25 th	Reading practice exam	
September 30 th	Preparation for the HiSET reading exam	
October 2 nd	Interpret information presented in maps Draw conclusions applying geography knowledge	Correct sentence fragments
October 7 th	Interpret scientific experiments Evaluate the validity of experimental designs	Writing activity: summarize the conclusions of a scientific experiment
October 9 th	Interpret tables and graphs Perform different types of quantitative analysis in natural sciences and social studies: pie charts, fractions, and percentages	Correct run-on sentences
October 14th – Indigenous People’s Day – No classes		
October 16 th	Interpret diagrams and illustrations Relate textual material and graphic material to draw conclusions	Writing activity: write a paragraph summarizing the data presented in graphs and tables
October 21 st	Interpret Punnett squares and other diagrams used in genetics	Correct sentences for parallelism Correct sentences with misplaced modifiers
October 23 rd	Synthesize key information on theories and laws of physics	Writing activity
October 28 th	Apply different physics formulas Make inferences using key knowledge about physics	Identify the essential components of a paragraph Arrange sentences within a paragraph

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October 30 th	<p>Synthesize key information on the basic structures of matter</p> <p>Summarize some of the fundamental principles of chemistry as a science</p>	Writing activity
November 4 th	Analyze and interpret chemical reactions	<p>Identify writing errors affecting the coherence and unity of a text</p> <p>Distinguish different types of texts: narrative, descriptive, expository, and argumentative</p>
November 6 th	<p>Summarize the fundamental concepts of economics as a social science</p> <p>Analyze and interpret data related to economics</p>	Writing activity
November 13th - Veterans Day - No classes		
November 13 th	Synthesize key information on the structure of the U.S. government	Use periods, semicolons, and commas in sentences, paragraphs, and essays
November 18 th	Critically analyze different contemporary social and political issues	Writing activity: summarize what you read about a U.S. or international social movement
November 20 th	<p>Reviews</p> <p>Students will complete three practice exams in their own time: science, social studies, and writing (grammar questions).</p>	
Thanksgiving Week - Break Week - No classes.		
December 2 nd	TABE Exam - Language	
December 4 th	TABE Exam - Mathematics	

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December 9 th	Recognize the key features of a five-paragraph essay (its organizational structure) Write an argumentative paragraph to complete a five-paragraph essay	Supplementary mini-lesson: Use logical connectors and transition phrases to relate different ideas in a text
December 11 th	Argumentation: Use data, facts, and reasoning to build an argument	Supplementary mini-lesson: The ability to cite and paraphrase to add information from different sources
December 16 th	Work on the first draft of an argumentative essay.	Supplementary mini-lesson: Develop ideas / Turn the parts of a complex sentence into a short paragraph
December 18 th	Final version of the essay due. Last day: CELEBRATION!	

The following table aligns each lesson objectives with the corresponding CCRS in a broad sense. Within the tables, we reference only the CCR anchors for reading, language, and writing.

COURSE A

<p>Identify the main idea of an informational text.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Identify supporting details in an informational text.</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Classify the different parts of speech.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Summarize key information from a text.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Writing activity: Cellphone photo exercise.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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<p>Skim and scan informational texts.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Identify the parts of a sentence.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Analyze relationships of comparison and contrast in informational texts.</p> <p>Analyze cause and effect relationships in informational texts.</p> <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Writing activity: Write about your ideal job.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Identify each complete sentence within the paragraph.)</p>
<p>Differentiate facts from opinions.</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Correct subject-verb agreement errors in sentences.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Determine the explicit or implicit point of view expressed in a text.</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Writing activity: write a paragraph integrating three pieces of data.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Make inferences and draw conclusions using details from an informational text.</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Identify different types of compound sentences: coordinated, subordinate, and juxtaposed.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

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<p>Use different analysis strategies to determine the meaning of unknown words in a text.</p> <p>CCR Language Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>Writing activity: Given a topic sentence, add 3 or 4 additional sentences to complete a paragraph.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Identify the formal features of fictional texts: setting, narrator, characters, plot, language, style, register, atmosphere, tone, and theme.</p> <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Correct grammatical errors in compound sentences.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Interpret fiction.</p> <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Writing activity: Comment on what you liked about the story.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Interpret fiction.</p> <p>CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Use periods to separate sentences within a paragraph.</p> <p>CCR Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Identify the formal elements of poetry, focusing on figurative language.</p> <p>Analyze and interpret poems.</p> <p>CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Writing activity: Write a descriptive paragraph about a place you really like or that holds special meaning for you.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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<p>Interpret information presented in maps.</p> <p>Draw conclusions applying geography knowledge.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Correct sentence fragments.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Interpret scientific experiments.</p> <p>CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Evaluate the validity of experimental designs.</p> <p>CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Writing activity: Summarize the conclusions of a scientific experiment.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Interpret tables and graphs.</p> <p>Perform different types of quantitative analysis in natural sciences and social studies: pie charts, fractions, and percentages.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Correct run-on sentences.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Interpret diagrams and illustrations.</p> <p>Relate textual material and graphic material to draw conclusions.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Writing activity: write a paragraph summarizing the data presented in graphs and tables.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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<p>Interpret Punnett squares and other diagrams used in genetics.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Correct sentences for parallelism.</p> <p>Correct sentences with misplaced modifiers.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Synthesize key information on theories and laws of physics.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Writing activity</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Apply different physics formulas.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>Make inferences using key knowledge about physics.</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Identify the essential components of a paragraph.</p> <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Arrange sentences within a paragraph.</p> <p>CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Synthesize key information on the basic structures of matter.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Summarize some of the fundamental principles of chemistry as a science.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Writing activity</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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<p>Analyze and interpret chemical reactions.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Identify writing errors affecting the coherence and unity of a text.</p> <p>CCR Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Distinguish different types of texts: narrative, descriptive, expository, and argumentative.</p> <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>Summarize the fundamental concepts of economics as a social science.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze and interpret data related to economics.</p> <p>CCR Anchor 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>Writing activity</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>Synthesize key information on the structure of the U.S. government.</p> <p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Use periods, semicolons, and commas in sentences, paragraphs, and essays.</p> <p>CCR Language Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Critically analyze different contemporary social and political issues.</p> <p>CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Writing activity: summarize a reading about a contemporary social movement.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

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<p>Explain the key features of a five-paragraph essay (its organizational structure).</p> <p>CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Write an argumentative paragraph to complete a five-paragraph essay.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Supplementary mini-lesson: Use logical connectors and transition phrases to relate different ideas in a text.</p> <p>CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Argumentation: Use data, facts, and reasoning to build an argument.</p> <p>CCR Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCR Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Supplementary mini-lesson: The ability to cite and paraphrase to add information from different sources.</p> <p>CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; <u>cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u></p>
<p>Work on the first draft of an argumentative essay.</p> <p>CCR Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Supplementary mini-lesson: Develop ideas / Turn the parts of a complex sentence into a short paragraph.</p>

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.

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The importance of a standardized scope and sequence and pacing guide

A standardized scope and sequence with a well-defined pacing guide is essential to ensure comprehensive coverage of the curriculum within a specified timeframe. This rationale outlines the importance and benefits of such a detailed course structure for effective learning outcomes.

Let us use the model of HSE to support this assertion (although the same principles apply to ESL or other courses).

Course Structure

Our academic year is divided into two primary terms: Fall Term (mid-August to mid-December) and Spring Term (mid-January to late-May), with the Summer term dedicated to review and reinforcement of previous learning modules.

Course A focuses on Reading, Writing, Science, and Social Studies. Course B is dedicated to Mathematics. Both courses, A and B, are offered each term, to serve the needs of all students. During onboarding, prospective HSE students are advised to take one of the courses or both, considering factors such as their time availability.

Features of the Standardized Scope and Sequence

Comprehensive Coverage: A standardized scope ensures that all critical topics and skills required for the HSE exams are covered systematically. This includes key areas such as reading comprehension, essay writing, scientific reasoning, historical analysis, algebra, geometry, and data analysis.

Sequential Learning: Sequencing the curriculum logically builds on prior knowledge, facilitating a deeper understanding of complex concepts. For example, in mathematics, students will progress from basic arithmetic to more advanced topics like algebra and geometry.

Consistency: Standardization ensures consistency in instruction, which is particularly important for programs with multiple instructors or locations. All learners receive the same high-quality education regardless of their class or instructor.

Pacing Guide

Structured Timeline: A pacing guide provides a structured timeline for covering each topic, helping instructors manage class time effectively and ensuring that all material is covered before the end of the term.

Goal Setting: Clear deadlines and milestones help students stay focused and motivated. Knowing what is expected and when allows learners to manage their study time more effectively.

Flexibility: While providing a structured plan, the pacing guide should also allow for flexibility to address the individual needs of learners. Instructors can allocate more time to challenging topics or provide additional support as needed.

Accommodating Learners Who Need a Different Pace in the HSE Curriculum

Our High School Equivalency (HSE) program serves a diverse adult population. Each learner brings unique experiences, skills, and academic readiness levels. To maximize the effectiveness of our curriculum and ensure that all learners can succeed, it is essential to accommodate those who need a different pace.

Diverse Learning Needs

Our learners encompass a broad spectrum of academic readiness, from those who have been away from formal education for many years to those who may have had interrupted schooling or diverse learning challenges. Recognizing this diversity is crucial for the following reasons:

Varying Baseline Skills: Some students may have strong foundational skills, while others might need to revisit basic concepts before progressing.

Different Learning Styles: Learners may have distinct ways of learning, which may affect their pace of learning.

External Commitments: Adult learners often juggle multiple responsibilities, including work and family, which can impact their ability to keep pace with a standard curriculum.

Importance of a Flexible Pacing Guide

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A flexible pacing guide is essential to accommodate diverse learning needs. The proposed structure for Course A, with its balanced focus on reading, writing, science, and social studies, alongside specialized modules for math, provides a robust framework. However, within this structure, flexibility is key.

Differentiated Instruction: Implementing differentiated instruction allows educators to tailor lessons to meet the varied needs of learners. For example, while some students may advance quickly through basic concepts, others may require additional time and resources to master these skills.

Modular Approach: The modular approach in our curriculum, allows for concentrated focus. Within each module, providing varied activities and assessments can cater to different paces. For instance, offering supplemental exercises, advanced readings, or additional practice sessions can help slower learners catch up and faster learners stay engaged.

Individual Learning Plans: Developing individual learning plans (ILPs) for students who need a different pace ensures personalized attention. These plans can include specific goals, timelines, and resources tailored to each learner's needs, helping them stay on track while accommodating their unique circumstances.

In our experience, the proposed pacing is adequate for most learners in each cohort (over fifty percent).

However, each cohort also includes a few individuals on both ends of the spectrum. Therefore, a key objective in lesson planning should be to incorporate tasks that span a spectrum of cognitive demands, ranging from low to intermediate to high levels of complexity.

Implementing Accommodations

Formative Assessments: Regular formative assessments help identify learners who are struggling or excelling. This allows instructors to adjust the pace and content accordingly, ensuring that all students remain engaged and are progressing.

Tutoring and Support Services: Providing access to tutoring and additional support services can bridge gaps for learners needing more time. This could include after-class sessions, peer tutoring, or online resources that students can access at their own pace.

Technology Integration: Leveraging technology, such as educational software and online learning platforms, allows students to practice skills and complete assignments at their own pace. These tools can provide instant feedback and personalized learning paths.

Conclusion

A standardized scope and sequence with a well-defined pacing guide is essential for delivering a comprehensive and effective High School Equivalency course. By structuring the academic year into focused terms and providing clear timelines for instruction, this approach ensures that all students can master the necessary skills and knowledge to succeed. The rationale underscores the importance of consistency and comprehensive coverage. At the same time, accommodating learners who need a different pace within our HSE program is essential for fostering an inclusive and effective learning environment. By implementing differentiated instruction strategies, individual learning plans, and additional supportive resources, we can ensure that all students, regardless of their starting point, can succeed. This approach not only respects the diverse backgrounds and needs of our adult learners but also prepares them for future academic and workforce challenges, ultimately contributing to their personal and professional growth.

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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).

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B): 17
2. Enter MSG rate of IELCE participants (Table 9, first row of column G) 5.56%
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)
 - Achieved Citizenship Skills 6
 - Voted or Registered to Vote 0
 - Increased Involvement in Community Activity 0
4. Input the number of IELCE students that participated in IET programs 15
(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 88.23%
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.**
Our program's efforts in meeting the requirement to provide IELCE services include the following: We have developed a curriculum that meets the needs of our students, focusing on good citizenship practices, the benefits to individual and society of community involvement and the history of the United States. We use BurlingtonEnglish as well as curriculum provided on the USCIS website. We also provide tutoring and support services to our students.
In addition to providing IELCE services, our program also provides access to integrated education and training activities. We offer workshops on topics such as resume writing and job interviewing skills, provide access to computer labs and other resources and our Career Pathways Coordinator presents during instructional time to the students about IET programming and eligibility requirements.
We believe that our program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities are making a positive impact on the lives of our students.
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.**

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The program has faced some challenges in implementing its goals, including the need to provide more intensive support to some participants and the need to develop stronger partnerships with employers. However, the program has also learned some valuable lessons from its implementation, which will help it to improve its performance in the future. These lessons include the importance of providing participants with individualized support, the need to develop a strong employer engagement strategy, and the importance of tracking program outcomes carefully. We are posting for a new position of College and Career Navigator that will be very beneficial to this effort. These efforts will greatly support those participants that are motivated to join the workforce. Another challenge to this programmatic goal is that some participants, particularly those mothers with young children as well as those of advanced age do not hold a personal goal to engage in the workforce as it isn't practical for them.

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.

All participants are provided workforce preparation activities designed to help participants gain a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. All participants are given an introduction to and support creating an account in the local workforce development system (NM Workforce Connections). Our program offers a pathway to a heavy machine operation and a roofing IET as well as an English for Childcare/45 hr certificate IET and all participants are introduced to these opportunities by our Career Pathways Coordinator and other staff as well during onboarding.

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.

By combining English language instruction with civics education and workforce training, WIOA Section 243 aims to provide a comprehensive approach to helping adult English language learners become successful participants in American society and the workforce. The diverse participants in IELCE programming represent many different educational backgrounds, ages, cultures, language groups, etc and creating a single IET that meets the needs of this diverse group is complicated. We always welcome guidance in this domain.

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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).

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

29080.00

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.

620.00

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

Total hours contributed	Fair Market Value per Hour	Total
120	26.95	3234.00

4. Please indicate FY 2023-2024 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0	0	0.00

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

Total hours contributed	Fair Market Value per Hour	Total
0	0	0.00

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
0	0	0.00

Alternate option:

Please indicate institution's building renewal and replacement allocation

0.00

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
Unidos US	23,500.00
APS	10,000.00
NM Roofer Association	29,771.09
Development donors	1,080.00
AT&T	2,863.24

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
No program income or expenditures this fiscal year.	

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years.” WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, *we ask you to calculate these costs only for Program Year 2023-2024.*

Please do your best to calculate these expenditures faithfully; we appreciate your efforts and understand that it is challenging. Please take note of the following additional guidance, and let us know if you have any questions.

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) *all or nearly all* of the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don’t necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person’s hourly rate and calculating how much time this person spent on such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:
 - You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you *do not need to report them in Section IV.*
 - *Do not include any administrative costs in your report.* Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
 - Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
 - If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf> The section on Career and Training services starts on page 40 of this PDF.

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Please email Amber.Gallup@hed.nm.gov if you have any questions about career and training services as you prepare this report.

Please email Katya.Backhaus@hed.nm.gov if you have any questions regarding data and performance.