

New Mexico Adult Education Local Program Annual Report 2022-2023

Annual Program Report

Cover Page

Program Name:	Center for Educational Opportunity & Career Pathways	
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Workforce Region(s) Served:	Central New Mexico	
New Mexico Counties Served:	Bernalillo	
Submission Date:	09/06/2023	
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Dolores Nunez

Sep 7, 2023

Signature of the Chief Executive Officer or Designee

DATE

Dolores Nuñez, 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 Albuquerque 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. Prior to the pandemic, we also provided classes at a few other sites throughout the Albuquerque Metro Area, mostly within or near the South Valley, with most students from the 87105/87121 area. 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 and Dari/Pashto.

Due to the COVID-19 pandemic, almost of our classes in the 2021-2022 year were online. We offered a laptop loan program and digital literacy support to help overcome the digital divide and ensure all students could participate.

Under our AEFLA program, we 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 four levels of ESL classes. Our teachers help students determine the appropriate class level that will help challenge students to improve. Most courses are aimed at Spanish speakers, but we also have a course targeting Arabic, Dari and Pashto speakers. 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 utilize

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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 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.
- **College Readiness:** This course is designed to help students get started on their college registration process, polish their academic English language skills for advanced levels, and prepare for the ACCUPLACER entrance exam for CNM. This course is held online.
- **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 with workforce prep and training in order 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.
- **Digital Skills for Life:** This is a foundational digital literacy program that covers the basics, including internet exploring skills, online communication skills, social media, computer hardware, software and websites, safety/security skills, and digital content creation. Classes are offered in person at our Bridge location.
- **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 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.

Our curriculum addresses the three fundamental components of title II of WIOA: communication skills, computation, and basic Civics. Beginning with ESL, students are gradually educated about language skills, mathematics knowledge for life and workplace, and cultural and historical principles of life in the United States. In this way, students will progressively increase their knowledge of the social setting in which they live through the acquisition of both language and cultural competencies.

Other Services

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In addition to our AEFLA program, we also provide EL/Civics classes, a roofing apprenticeship program in partnership with the New Mexico Roofing Contractors association, and adult education/workforce development for Justice Involved individuals.

- 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. This course is offered both online and in person.
 - College readiness at Crossroads for Women: This course is designed to help students get started on their college registration process, polish their academic English language skills for advanced levels, and prepare for the ACCUPLACER entrance exam for CNM. This course is held in person at the Crossroads for Women's facility.
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.
- a. We have experienced some turnover in instructional staff. The biggest challenge is in attracting interested, well-qualified and experienced candidates. Our positions stay open for long periods of time with little engagement.
 - b. During fy23 we collaborated with two different APS community schools to offer HSE, digital literacy and ESL courses to their community members.
 - c. I have been in this role for 2 years and so while I may not be new to it at this point, I do still feel like I have a lot to learn. I am very excited that the State team and Propel will be offering a director training/certification process.
- For the 23-24 PY, HSE & Professional/office skills: This program aims to support the learning goals of adult education students who are interested in office management or similar career pathways, while concurrently providing High School Equivalency academic units. The full scope of the program encompasses one academic year (Fall, Spring, and Summer terms). Approximately 50% of the coursework will focus on High School Equivalency learning objectives. The other 50% will focus on technical skills and professional standards directly applicable to this career pathway. Courses are offered in person in both English and Spanish.
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?

During PY23 almost all courses were offered and taught exclusively online with opportunities for supplemental self-paced additional work available via online curricula as appropriate. We offered a few in-person opportunities, particularly in basic digital literacy. Enrollment for in-person courses was lower than for similar online courses.

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It is important to keep incorporating digital literacy, distance learning, and considerations about digital equity into adult ed program practices. 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.

Here are some specific ways to incorporate digital literacy, distance learning, and considerations about digital equity into adult ed program practices:

By incorporating digital literacy, distance learning, and considerations about digital equity into adult ed program practices, we can help adults succeed in today's world.

For PY24 we have increased the number of in person courses being offered and are incorporating some in person activities for participants in online courses in order to build an increased sense of belonging and community among participants. Digital literacy is a matter of equity and is one important factor in successful and meaningful engagement in society and will always be integrated into our programming. While we phase in-person back into our programming, we will always maintain a digital access option to coursework as so many of our participants report childcare and transportation as major barriers to in person engagement.

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.

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
- Albuquerque Hispano Chamber of Commerce
- New Mexico Workforce Connections
- Wings for Life
- Goodwill Industries of New Mexico
- Crossroads for Women
- City of Albuquerque Dept. of Economic Development
- Safety Zone Credentialing
- Albuquerque Underground, Inc,
- Tradesmen International's New Mexico Chapter
- TLC Plumbing, HVAC, and Electrical,
- Fisher Industries,

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- Hasse Construction Company
- Public Works Division of Bernalillo County

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:

- CNM
- Fathers Building Future
- AGC (Associated General Contractors)
- The Mexican Consulate of Albuquerque
- New Mexico Adult Education Association
- Rio Grande Credit Union
- New Mexico Information Technology Apprenticeship Program
- ABC Community School Partnership
- Atrisco Companies
- United Way of Central New Mexico
- Mission Training Center
- NM DELT
- Upland Team Commercial Roofing
- US Citizenship Immigration Services
- BeWell New Mexico
- New Mexico Hispanic Cultural Center
- Catholic Charities USA
- Hispano Chamber of Commerce

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.

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) 238

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) 247

Post-testing rate (Table 4B, last row of column B to number of NRS participants) 35.7

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%	22.82%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0*
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	27.33%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	16.39%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$4,226.29

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

Our program has a retention rate of 35.71%. Of the 485 students that enrolled in our program, 238, or 49% became NRS participants. Of those 238 NRS participants, 35.71% persisted to post-testing.

During PY23, all onboarding and almost all coursework was offered exclusively online. In an attempt to guarantee pre-testing occurred for all participants, pre-testing was done in the first encounter with students. This rectified a pre-existing issue with failure to convert participants to NRS participants even with sufficient hours, however, this practice potentially alienated students who come to adult education programming with a pre-existing sense of alienation from organized education, resulting in lower retention levels.

Additionally, our program participants are heavily skewed to Hispanic students which, in our state, have much lower retention levels in general.

For PY24 we are making some changes to our onboarding process, including pretest timing, more in-person course offerings, more community engagement opportunities to encourage better retention and persistence of participants.

In an effort to improve testing rates, we began incorporating digital literacy into some of our existing programming in PY23 and will increase this push in PY24. This facilitates student comfort and confidence in taking online tests.

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.

For PY24 we are making some changes to our onboarding process, including pretest timing, more in-person course offerings, more community engagement opportunities to encourage better retention and persistence of participants.

In an effort to improve post-testing rates, we began incorporating digital literacy into some of our existing programming in PY23 and will increase this push in PY24. This facilitates student comfort and confidence in taking online tests. We have combined this effort to keep distance learning students engaged with more in-person opportunities for testing for those students that feel the online proctored exams onerous or intimidating.

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.

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Measurable Skill Gains- our program fell short of the negotiated target level, in large part, due to lack of post-testing by participants and lack of maintaining communication with HSE students who complete testing after leaving our program. Our HSE instructors and our data tech will establish a spreadsheet of prior HSE students along with their progress made on hiset/ged subtests and will re-energize efforts to re-establish contact with students to support them in their goals of HSE diploma attainment.

Credential Attainment- Our program fell short of the negotiated target level. Our HSE instructors and our data tech will establish a spreadsheet of prior HSE students along with their progress made on hiset/ged subtests and will re-energize efforts to re-establish contact with students to support them in their goals of HSE diploma attainment.

Employment Second Quarter After Exit— Our program exceeded the negotiated target level.

Employment Fourth Quarter After Exit-- Our program fell short of the negotiated target level. A large proportion of our students are not documented or feel very uncomfortable sharing their social security number with us. This means that we must conduct an assessment of this information by calling, texting, and emailing prior participants to request this information from them. There is a low return on these efforts.

Median Earnings Second Quarter After Exit--Our program exceeded the negotiated target level.

4. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

Measurable Skill Gains- Our HSE instructors and our data tech will establish a spreadsheet of prior hse students along with their progress made on hiset/ged subtests and will re-energize efforts to re-establish contact with students to support them in their goals of HSE diploma attainment.

Credential Attainment- Our HSE instructors and our data tech will establish a spreadsheet of prior HSE students along with their progress made on hiset/ged subtests and will re-energize efforts to re-establish contact with students to support them in their goals of HSE diploma attainment.

Employment Fourth Quarter After Exit-- Our program fell short of the negotiated target level. A large proportion of our students are not documented or feel very uncomfortable sharing their social security number with us. This means that we must conduct an assessment of this information by calling, texting, and emailing prior participants to request this information from them. There is a low return on these efforts. We continue to make the attempts to gather the information.

5. 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.)

FY20-21, Non-NRS 155 - NRS 135 participants, 37.5% of tested student had a gain. Percentage of Participants in All Periods of Participation Achieving Outcome 2Q -19.07%, 4Q 9.89%

FY21-22, Non-NRS Participants 421 - NRS participants 232. 115 completed and 43 had a EFL gain. 37.39% had a gain. Percentage of Participants in All Periods of Participation Achieving Outcome 2Q - 10%, 4Q - 14.36%. %MSG 22.84

FY22-23, Non-NRS Participants 247 - 238. 85 completed and 44 had a EFL gain. 51.76% had a gain. Percentage of Participants in All Periods of Participation Achieving Outcome 2Q - 27.16%, 4Q - 16.39.

In FY20-21, numbers were low in part for the effects of the global COVID pandemic. NRS and Non-NRS participant gap was not big, but the post testing rate was quite low at 17.78%. Of that 17.78%, only 37.5% had a gain In FY21-22, the gap between Non-NRS and NRS participants was

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almost doubled. The testing rate was 49.56%, as part of the orientation we implemented a pre-test before having any hours. However, from that 49.56%, 37.39% of participants earned a gain. For FY22-23, Non-NRS and NRS participants number were very similar since as we were tracking that all students had a pretest when entering the program. The same strategy was implemented, testing all students at entry. Some students exited the program before having enough hours to post-test and as a consequence, our post testing rate was only 36.63% of participants. 51.76% of students who were post-tested did show a gain.

6. 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.

Historically, with high turnover rates in the data tech position in our center, data has not been a primary focus of programming considerations. In PY24 we will incorporate data discussions both into individual instructor's one on one meetings with the data tech as well as during our staff meetings. The NMHED's recent focus on data has been instructive and inspirational.

Our current data tech has made a strong effort to clean up our data from past program years, and establishing better practices for initial data collection and entry into LACES. We have now a better control of attendance records and follow up with those students who do not come frequently to class seeking ways to support their return to programming.

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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 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	238	7806	32.79
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	238	0	0
Referrals to and coordination of activities with other programs and services.	Career Service	238	0	0
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	238	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	238 (only in initial orientation regarding local resources)	0	0
Total:		238	7806	32.79
Integrated Education and Training (IET) programs	Training Service	NMRCA 10 HEO 3 13	40660	3127.69

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***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.

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 that I am aware of and our experiences with job placement for our students participating in our heavy machine operation program have been lackluster. Unfortunately, NMWFCC has yet to place any of our students from the HEO program. The focus for job placement appears to have been on hvac or electrician positions. Given this, our trainer and coordinator instead established our own employer network.

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 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 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.

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 an Appendix to your report with the following information:
 - 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 LINC 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.

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.

For PY23 onboarding was done course by course by instructors during the first week of the term. A standard slideshow introducing participants to our program and our agency was shown in class and discussion was had regarding resources, expectations and timelines. During the first week this introduction and pre-tests were done by instructors to determine skill and knowledge levels. This information was used to validate the level of course in which the participants were enrolled. Changes were made as needed. Halfway through the PY, the process was modified as many students were not able to pre-test and were earning significant hours of instruction without converting to NRS participants. The new process required pre-testing to occur before enrolling in coursework. This change resulted in many pre-tested students that had zero or few hours as they did

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not return for coursework. For PY24 we are making changes and orientation and onboarding begin in person and include a chance for students to meet instructors, have an extensive question and answering session and take the locator test only to ensure appropriate placement.

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.

Our program offers classes at various times throughout the day and evening, so that participants can find a time that works for them. Additionally, there are both online and in-person options.

Classes are typically held for two hours per day, two days per week. This provides participants with enough time to learn the material and practice their skills.

The program offers a variety of courses, so that participants can choose courses that are relevant to their interests and goals. This includes HSE courses that focus on reading/social studies/science as well as basic math and advanced math in English and Spanish. The ESL and EL Civics courses are offered at various levels and at various times of the day as well.

The program also offers asynchronous independent learning options as well, so that participants can supplement the synchronous coursework to achieve an appropriate pacing to meet their personal goals.

The program additionally provides support services, such as access to our food pantry, tutoring and individual conferencing to help participants succeed.

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 a laptop loan program to participants, integrated instruction in foundational digital skills, access to online curricula to support asynchronous access to quality content to supplement standard synchronous content. Access to our computer lab and support by an instructor, even to participants in exclusively online courses is provided.

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.

Our HSE program uses Essential Education and Aztec curricula as a backbone to instruction. These curricula are aligned to the CCRS. Our ESL/EL Civics program uses BurlingtonEnglish and Ellii a backbone to instruction. Both correlate to the CASAS competencies and the ELPS.

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 theory of adult learning, which emphasizes the importance of learner autonomy, experience, and prior knowledge. This means that adults learn best when they are able to take control of their own learning, when they can draw on their own experiences and knowledge, and when they are given opportunities to apply what they are learning to their lives.

The research on experiential learning, which suggests that learning is most effective when it is hands-on and involves active participation. This means that learners learn best when they are able to do things, when they can interact with the material they are learning about, and when they can apply what they are learning to real-world situations.

The research on diversity and inclusion, which highlights the importance of creating a learning environment that is welcoming and supportive of all learners. This means that learners learn best when they feel like they belong, when they feel like they are respected, and when they feel like they can be themselves.

The research on reflective practice, which encourages learners to reflect on their own learning and experiences in order to improve their practice. This means that learners learn best when they are able to think about what they are learning, when they can identify what they are doing well and what they could do better, and when they can make changes to their practice based on their reflections.

These theoretical frameworks and research provide a solid foundation for an effective AE program which are learner-centered, experiential, and inclusive. This also encourage learners to reflect on their own learning and experiences, which can lead to improved practice.

Our staff has access to many trainings, from local orgs offering DEI or Trauma Informed practices to many online options. Staff is encouraged to identify areas of focus and share out what they learn in trainings during our weekly staff meetings.

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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).

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B):

54

2. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)

• Achieved Citizenship Skills

100

• 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.

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.

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

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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 and all participants are introduced to these opportunities by our Career Pathways Coordinator.

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.

We have an ongoing need for professional learning opportunities for instructors in best practices 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 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:
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.

0

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.

286.92

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total

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

Total hours contributed	Fair Market Value per Hour	Total

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

Total hours contributed	Fair Market Value per Hour	Total

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

NA

7. Please indicate total fair market value of donated

NA

equipment.

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

NA

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

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
Unidos US	\$14,200
Van Buren Middle School	\$10,000
Navajo Elementary	\$5000
APS	\$13,000
NM Roofer Association	\$19,158.55
Development donors	\$15,268.45
Development donors	\$15,268.45
COABQ Childcare	\$46,550

B. Program Income Activities

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

450

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Catering service for student achievement ceremony	\$332.05
tents and graduation chairs	\$261.73
Lowe's (plants for stage graduation décor)	\$45.21
Office Depot –certificate paper	\$39.24