# NEW MEXICO HIGHER EDUCATION DEPARTMENT

Adult Education

2020-2021 Funding Application COVER SHEET

Albuquerque Adult Learning Center, Inc.

**Name of Organization**

**Tax identification number** 27-1859295 **DUNS number** 832899624

| 1500 Walter St. SE, Albuquerque, | NM | 87102 |
|---|---|---|
| **Address** **City** | **State** | **Zip Code** |

Gloria J. Rael, Executive Director

**Chief Executive Officer of Organization –Printed Name**



6/5/2020

**Chief Executive Officer of Organization –Signature** **Date**

| Gloria J. Rael | (505) 907-9957 |
|---|---|
| **Contact Person** | **Phone Number** |

gloria@abqalc.org

**E-Mail Address of Contact Person**

1. APPLICANT INFORMATION and ELIGIBILITY

**A. What type of eligible provider is your organization?**

☐ Local educational agency
X Community-based organization
☐ Volunteer literacy organization
☐ Institution of higher education
X Public or private nonprofit agency
☐ Library
☐ Public housing authority
☐ Nonprofit institution that is not described above
X Consortium of the agencies, organizations, institutions, libraries or authorities described above
☐ Partnership between an employer and an entity as described above

**This grant is to fund educational services to adults 16 years of age and older who have a reading level at or below grade six. How would you assess student qualifications for the program?** All students must be 16 years of age or older. They complete ABQ-ALC's registration forms developed in accordance with Adult Education Family Literacy Act (AEFLA) and New Mexico Higher Education Department (NMHED) policies. As one of 24 adult education providers in New Mexico, ABQ-ALC brings 10 years of experience in assessing reading levels for our students and an additional nine years with our former parent organization, Service, Employment & Redevelopment (SER de NM), where we operated as Adult Basic Education/General Education Development (ABE/GED) Program. We utilize NRS approved TABE testing to assess for reading, in addition to language and math. While NRS testing is the backbone of our assessment process, we have also implemented an expanded onboarding process that includes competency- based assessment via workshops where students can demonstrate their reading and writing abilities as they explore topics such as learning to learn, goal setting, team building, and career exploration. These more informal opportunities to demonstrate literacy skills are incorporated into our individualized student learning plans. Students participate in an

intensive 3 to 4-hour orientation session which includes Distance Learning. Data and information collected from all activities are discussed in the advising appointment and are used to guide placement and best understand the students' unique literacy skill set and needs.

**B. Do you provide direct services to students or do you subcontracting/grant the services?**

We currently provide direct services including day and evening classroom instruction, 1:1 tutoring, individualized learning plans, and subcontracting for Distance Learning students. We shall continue to offer blended learning delivered through our remote distance learning services during Fiscal Year 2020-2021, for anyone beyond the reopening due to the success of our DL programming; however, for purposes of this RFA, we shall adhere to all Literacy ARC subcontracting guidelines as the Northern Region shall administer, serving as the digital arm of the Literacy ARC .

2. FUNDING APPLICATION NARRATIVE

**Total Possible Points = 510**

**Directions***:*

- Respond to each of the following prompts. Responses should be clear and concise.
- Please include program data or research on which you base practices, as appropriate to the prompt.
- Text boxes will expand to accommodate your narrative.

**NOTE: If your organization receives funding as a result of this RFA, your responses to the prompts below will be part of your grant agreement, along with signed certifications and assurances and any requirements contained in your award letter.**

① 150 points

**Please outline the nature and scope of your proposed project. Be sure to address at least the following:**

The Literacy ARC will lead a modern conversation about literacy in the state of New Mexico. In a state where a quarter of our population is functionally illiterate (HIRF, 2015), those who read below a sixth grade level include high school graduates, adult education and college students, as well as diverse community members- parents, business owners, and working professionals. While the heart of our project focuses on supporting traditional instruction of reading and writing for basic literacy students, we recognize that 2020 is high time to dialogue across sectors to drive innovation and systematized support for those most in need.

In addition to establishing a web of literacy services, cultural, media, digital, health, and information literacies can be integrated with academic skill acquisition to create a holistic approach to service delivery. In alignment with the national efforts to integrate adult education and developmental education, as well as Career Pathways across K-12, college, and the business sector, we aim to break down the silos between those serving and working with literacy students community-wide. We can increase shared outcomes by leveraging our strengths, lessening duplication of services, and creating strong networks of support in collaboration with community partners.

*The Model:*

Our proposal, rooted in the commitment to drive this dialogue for modern literacy, is to, first and foremost, bring diverse literacy providers to the table in a structured communication system resulting in a fresh and unified approach to literacy in our state. Based on outcomes of this dialogue, we will build a simple "kit" which any literacy provider across the state could access as a sub-contracted agency and/or as an informal partner (see question 3), in order to facilitate regular communication among providers and access systematized training for program administration, data management, and teacher, tutor, and staff best practices. The system will offer both individualized literacy provider learning plans, taking place over the course of the year, along with on-demand modules which can be accessed at any time based on specific timing and program need.

In addition to serving coalition and sub-contracted partners, our model will enable other recipients of this RFA to leverage our system for shared training across coalitions and

regions. For example, if a central region partner has a particular curriculum they wish to make available to those outside of their service area, our "kit" could be leveraged as the delivery system to do so. The learning units can be tailored to different topics and models pertinent across the state, along with providing a general backbone for program foundations and best practices. Further details of this system are detailed throughout the grant.

Hence, the foundation of the project rests on establishing a literacy service support system, which includes program guidance and training for anyone across the state seeking to join this innovative literacy conversation.

*Coalition Partners:*

Our team consists of four programs, each of which bring unique skills, resources, and literacy models to the table:

UNM-Taos, our fiscal agent, along with its embedded adult education program-The Taos Education and Career Center (TECC), boasts an exemplary history of serving those below the sixth-grade reading level, both in developmental and adult education coursework. In addition, our team demonstrated capacity in developing and managing professional development systems for adult education across the state. Having recently restructured the college to integrate adult education and literacy best practices for struggling learners across the campus, UNM-Taos is well-poised to lead this project from both an administrative and conceptual framework. With strong support of our college Chancellor and the Dean of Academic Affairs, coupled with decades of experience in literacy and adult education at TECC, UNM-Taos provides the backbone and foundation for the project.

Rio Arriba Adult Literacy Program (RAALP) is a top-notch traditional literacy program. Bringing years of experience as a previously funded New Mexico Coalition for Literacy (NMCL) service provider, RAALP represents the opportunity to break the illusory difference between adult education, community college, and stand-alone literacy programs. Their expertise in traditional literacy models roots our proposal to serve those most in need. In addition, their director brings years of statewide project development and organizational skills to the coalition.

Albuquerque-Adult Learning Center (ABQ-ALC), while located in the Central Region, has aligned with these northern partners based on two specific areas of focus key to our project. First, ABQ-ALC is piloting innovation in Family Literacy, a key model we seek to propagate across the state. Second, ABQ-ALC has developed and managed multiple statewide professional development initiatives, including partnering for several years with UNM-Taos and San Juan College, bringing exceptional expertise in resources, webinars, and best practices for online and blended learning training models.

San Juan College (SJC) represents a slightly larger adult education and literacy population in the north. Their ACE Center Adult Education program is a consistently top performing and an example of integrated literacy and adult education services. Their current director formally managed their literacy program and has worked tirelessly in the last four years to integrate the two models. In addition, the team at SJC also worked with UNM-Taos and ABQ-ALC for several years running the aforementioned statewide professional development initiative.

As three of our coalition partners spent years developing and running a system to offer program to program support, establishing a systematized communication structure to breakdown siloing among programs in rural state, and creating a blended learning model for shared training, our proposal does not start from scratch, but is based on established resources and years of experience in managing a unified system for communication, training, and support. The addition of RAALP, a strong and well-established literacy service provider outside of the adult education model, enables us to leverage lessons learned from the rest of the team's previous collaboration to meet the needs of the literacy world.

- **What measurable outcome(s) do you intend to produce, for individuals and communities served, if you receive this funding?**

According to the recent International Literacy Association 20202 report, addressing disconnects between curriculum and students' actual needs in terms of literacy support and instruction is the No. 1 greatest challenge in literacy, followed closely by supporting students with social-emotional or behavioral challenges  and supporting students reading below grade level (ILA, 2020).

For this reason, we address outcomes in three arenas:

1. *Goal-based Outcomes* developed based on an individualized learning plan to ensure alignment between curriculum and student goals, which include:
    - Advancing in employment
    - Obtaining citizenship
    - Becoming employed
    - Enrolling in and then completing HSE/ABE programs
    - Getting more involved in children's education
    - Registering to vote.

2. *Social Emotional Competencies:* Based on the Collaborative for Academic, Social, and Emotional Learning (CASEL), we will implement a qualitative assessment to demonstrate progress in five core Social and Emotional Learning Competencies:




3. In addition, our outcomes will align with those tracked in NMHED Adult Education state policy:

| Performance Measure | Data Sources |
|---|---|
| Measurable Skills gain through educational functioning level | TABE for adult education students; CASAS for ESL students |
| Entry into post-secondary | Data matching with our own institution and state level NMHED data matching; supplemented by student surveying |
| Employment data for second and fourth quarter after exit | NMHED data matching with DOL; supplemented by student surveying |
| Median earnings | NMHED data matching with DOL; supplemented by student surveying |

| | |
|---|---|
| High School Equivalency attainment | NMHED data matching; HSE test scores provided by the student |
| Post-secondary credential | Data matching with our own institution and state level<br>NMHED data matching; supplemented by student surveying |
| Achievement of measurable skills gains toward a credential | Data will be collected in concert with local institutions. |
| Indicators of effectiveness in serving employers | Yet to be determined in state policy. |

**Describe the demographics, as you know them, in each region in which you intend to provide services:** ABQ-ALC shall focus on serving Bernalillo County where over 66,300 adults 18 and over are in need of a High School Equivalency and 14% of its residents are at low literacy levels. The need for a unified communication system where training and digital support are virtually one touch away is significant as demonstrated by Central Region's demographic status. For example, Bernalillo County represents 14% low level literacy and serves as the state's largest Metropolitan urban area in the state. Residents from the other three counties bordering the Albuquerque Metro Area include Sandoval, Torrance, and Valencia Counties, largely rural communities where two of the three surpass Bernalillo County's low-level percentages by 4% to 6% as identified below:

| County | % low literacy |
|---|---|
| Bernalillo | 14% |
| Sandoval | 11% |
| Torrance | 16% |
| Valencia | 20% |

2003 National Assessment of Adult Literacy. https://nces.ed.gov/naal/estimates/StateEstimates.aspx

The Central Region represents 35% of all the level 1-3 students served statewide during the prior Fiscal Year 2018-19. Although ABQ-ALC is one of the smallest AE programs in the Central Region; our contribution is significant for a small CBO and grass roots organization. For example, in terms of the 1,105 AE low level learners 1-3 served in the Central Region, we represent 13%. Additionally, of the five Central Region AE Providers, ABQ-ALC served 24% Central New Mexico Community College; 89% of Catholic Charities; 84% of SIPI; and 2.92% of UNM-Valencia's low-level learners. These comparisons are not provided in competition, but rather to demonstrate our capacity to serve this population. In fact, we want to demonstrate that this service to low level learners has largely been performed by

our Instructors. With the support of the Northern Region's expertise and a readily available communication systems model, the resources outlined in this proposal (a part-time literacy coordinator, three hours of additional professional development funds throughout the year to match the PD already being provided and tutor stipends to better support our tutors), we can increase both our capacity and our level gains and significantly support our Central Region partners. For example, two of the largest Central Region Providers, Catholic Charities and CNM both serve 99.99% of the ESL students in the region. By combining efforts and professional development, we believe that we can forge a sound referral/collaboration in subsequent years. This first year shall be largely working under a consortium with Northern to roll out what we believe to be a sound and viable communication tool, eventually to be applied statewide to create greater efficiencies and performance in regions where maximizing funding has become an imperative criteria to demonstrate greater effectiveness in our statewide AE delivery system.

In addition to the following outcomes specific for our program, we will work as part of LIteracy ARC to develop coalition outcomes based on three areas: student self-identified goals, social and emotional learning, and measurable skills gains.

**Program Specific:**

- **What measurable outcome(s) do you intend to produce, for individuals and communities served, if you receive this funding?** Of the students served, 30% shall make at least one measurable skills gain, and at least 10% shall enter our Secondary Education Program/High School Equivalency Program by the end of the fiscal year.
- Fifty percent (50%) of students entering below 4$^{th}$ grade level shall be matched with a volunteer/tutor for additional support with literacy curriculum. Ideally, we would like to see our tutors are provided with additional professional development training to better support those entering at levels 1-4 and the post-assessment shall continue to be our performance indicator whereby students may be streamlined into the classroom following tutor recommendation and/or at least one or more level gains.

- Family Literacy Goals:
    - At least 25 families will participate in at least one (1) virtual family literacy activity.
    - At least 10 families will participate in at least one (1) in-person family literacy activity (if COVID-19 restrictions permit).
    - Parents are modeling lifelong learning.
    - Family discussions occur about educational and employment options.
    - Increased knowledge of the information technology industry.
- **Which region(s) do you intend to serve?** ABQ-ALC shall serve the Central Region; however, based on our intended virtual communication systems/model via collaboration, services may extend beyond the Central to the Northern Region and beyond.

  **Approximately how many participants do you anticipate serving?** 200 new and 100 duplicated students for a total of 300 students shall be served. ABQ-ALC envisions additional numbers through partner referrals; however, entries in LACES shall only occur if the partner wishes to collaborate with ABQ-ALC whereby our data tech shall provide data entry and testing depending on the collaboration to leverage resources in the most economical and feasible manner possible.
- **Will you provide the services directly or will you subcontracting/grant service delivery to other organizations?** ABQ-ALC intends on providing direct service for any students attending in classroom services and subcontracting services for distance learning offered remotely to those unable to attend in classroom services. Services will be delivered both in person and online. We will provide blended learning models and resources for remote learning. The online learning modalities emphasis bolsters intensity of coursework, enhances self-directed learning, supports the management of a multi-leveled classroom (Hobgood, et al., 2016), and provides outlets for diverse student learning styles (Bender, 2012). Technology provides visual information that scaffolds between learning styles, and language levels (for ELL students), supporting a multi-level and multi-sensory environment, where the advanced students help the beginners (Brozek, et al., 2011).

- ABQ-ALC, under the guidance and development of our Program Director and Master Teacher, like UNM-Taos, we have discovered that by keeping students, teachers, and administrators actively engaged with these diverse digital media, learning standards that apply to technology are seamlessly integrated into our curricula. The integration of technology is forcing not only changes in learner participation, but also in teacher improvement, as "aspects of...practice become more visible and so more available for reflection, revision and review" (Beetham and Sharpe, 2013, p.8). Hence, digital literacy fosters a vibrant dimension for student-student, student-teacher, teacher-teacher, and teacher-admin interaction, support, and inspiration. According to Ya Ni, face to face instruction best supports learner outcomes (Ya Ni, 2013); however, we also recognize online and/or Distant Education (DE) under dire circumstances like COVID-19, particularly with low level learners who require adequate support to participate and actively engage. All of our DE students will have at least 12 hours of face to face instruction and will be regularly supported by our DE coordinator and/or on-site tutor. Furthermore, one of our strategies is to inform and/or extend best practices for online and/or DE to any AE and/or local literacy service provider to enhance the delivery of literacy eventually throughout the state.

- **Describe the demographics, as you know them, in each region in which you intend to provide services.** Approximately ninety percent (90%) of the population served shall be from Bernalillo County. However, this RFA will allow us to share and expand our expertise developed over the past 10 years through professional development by Jamie Trujillo, Program Director and Senior Training Consultant/Distance Learning Support Team for the State of New Mexico. Based on FY 2020-2021 data with 267 students as of May 31, 98% entered at adult educational functioning levels below the 9th grade. Our target population is primarily Women (59%), Hispanic (66%), Native American (12%), White (12%), Black (7%), and Asian/Pacific Islander (3%). Of this largely marginalized group, 78% are at low-incomes ranging from $0-$24,601 annually. Additionally, 53% of our student population is unemployed, 40% receives public assistance, and 22% reported single-parent status. According to the U.S. Census Bureau, over 63,800 adults in Bernalillo County over the age of 18 needed a high school diploma in 2017. In fiscal year 2018-19, only 5.5% or 3,528 of this

population were served in the Central Region by five local Adult Education programs made possible through New Mexico Higher Education Department (NMHED) funding.

- **Will services be provided in person, remotely, or both?** Both in person and remote services shall be provided as COVID-19 and/or as NM Stay at Home Orders allow. Immediately following closure due to COVID-19, ABQ-ALC adapted its resources to conduct all services from registration, onboarding, orientation, and instruction remotely. ABQ-ALC, under the leadership of our Program Director, Jamie Trujillo, initiated programming supports for instructors and key program staff to offer all of our services online utilizing many of our digital resources already being used for program efficiencies, i.e., Google Classroom, Google Meet/Zoom, and Google Drive management, to name a few.
- **Describe your approach, including any required or recommended curricula or content standards.** All lesson plans must reference the College and Career Readiness Standards of Adult Education (CCRS). In addition, lessons must be contextualized to career pathways. Regardless of the textbook, learning software, or lesson resource, the instructor must be able to demonstrate that each lesson has a career pathways component. Doing so ensures not only that students "begin with the end in mind," but that the content is relevant and applicable to their lives. This method of instruction will be utilized for literacy students as well as higher level learners. We also recommend that learning resources have differentiated instruction options and multimodal forms of delivery. For example, Khan Academy, EdReady, YouTube, and Google Classroom are all learning tools that can be used both in the classroom and at a distance for every level of learner and can be contextualized to career pathways.
- **Will the individuals providing services be volunteer or compensated?** While volunteer tutors can be an added resource and benefit to provide literacy services, we also believe that well-trained, paid professionals are critical in our delivery of instruction for these most vulnerable populations. We will support each program to build the appropriate service model for their area, including using trained volunteers, paid tutors, and paid instructors.

- ABQ-ALC shall do both. We shall pay for services and utilize 1:1 tutors. For example, our Part-time Literacy Coordinator and Program Director performing Professional Development (PD) at three (3) hours per week) shall be compensated with a match from ABQ-ALC's existing PD training offered to its current instructor pool. Our 1:1 Tutors shall receive a $500 stipend to offset any networking supports needed to effectively support students under this collaborative online system. One Literacy Coordinator shall be compensated (1-.5FTE) for services provided for this ARC Literacy Collaboration. This part time position shall be responsible for facilitating an integrated and systematic collaboration between current and incoming volunteers with ABQ-ALC staff in need of 1:1 tutor support for their students. Additional responsibilities shall include distance learning beyond COVID-19 closures. For example, we presently have a pool of 10 volunteers, which we intend to further develop by providing them with Literacy ARC Professional Development (PD) training. Additional opportunities shall also include partnerships where MOU's already exist to serve as our pilot and reference for collaboratively working with the Northern Region and thereby developing additional service providers within Bernalillo, Sandoval, Torrance, and Valencia Counties. This part time position shall also be matched with a part-time instruction position from our Federal HED funding in support of a full-time equivalent instructor at our Alamosa site. The duties performed shall be to capture all lead teaching activities previously provided by our Education Director, including curriculum design, lesson plan implementation, and instructor support.
- **Where will they provide services?** ABQ-ALC will assess the location of services in proximity to other local literacy providers which may include local adult education schools, community colleges, libraries, and literacy agencies. Our primary partners as part of this collaboration shall be Northern Region providers outlined elsewhere in this application, but we anticipate strong collaboration with other local AE providers as key members of this consortium and/or as affiliate partners once the Northern Region has determined the number of additional grants it will provide in the Central Region.

  Our services shall be provided onsite and/or online Distance Literacy Learning Services full-time from July 1 - June 30, 2021. Albuquerque Adult Learning Center provides FREE Adult

Basic Education, High School Equivalency (HSE) preparation and Career Readiness services. ABQ-ALC offers highly individualized instruction to individuals age 16 and over seeking a second chance. Our services are unique in that rather than asking students to come to a centralized location, we offer instruction conveniently located in three City of Albuquerque Community/Health Services Centers located in the poorest neighborhoods in Albuquerque. Our services are embedded in the Communities we serve, to ensure that our classes are easier to access along with additional wraparound resources such as childcare, healthcare, and library services offered by our community partners. Our classroom space is generally leveraged through In-Kind lease and/or memorandum agreements. Our classes are unique in creating an intensive and collegial atmosphere where students are motivated to meet their goals. Our classes are flexible block schedules where participants may meet up to 4 hours a day, 4 days a week, (M-Th). Our low student to teacher ratio supports individuals to pass the GED® or HiSET exams. Our focus is on providing flexibility by offering morning, afternoon, and evening classes as well as distance learning instruction to better support and meet our students' scheduling needs. Our most recent collaboration for School Based, School Linked Services (Family Literacy and Engagement Program) is a new ABC Community Partnership Schools Collaborative Project funded by the county including the Albuquerque Public Schools (APS) and multiple partners working in support of a gentrified community at high risk of closure with two major goals include increasing literacy and capacity. Other existing or fully developed satellites include Mesa Verde Community Center, and Alamosa and John Marshall Health & Services Centers. Lastly, we have also implemented an Integrated Education & Training Apprenticeship Program at Albuquerque Builders & Contractors of New Mexico (ABC NM).

- **Do you anticipate collaboration with other local providers of adult or family literacy services? Yes**

  ABQ-ALC is an established and award-winning Adult Education Provider in Bernalillo County for over a decade. We provide free high school equivalency and career pathways preparation services to youth and adults aged 16 and up in the Albuquerque metro area. We shall be collaborating with Bernalillo County, expanding our services to a severely

underserved population in the Duranes Community. By providing onsite services to these clients and their children, we will ensure that students are fully supported until they achieve their academic and career goals.

- **How will you assess and track student progress?** As one of 24 Adult Education Providers in New Mexico, ABQ-ALC is one of the most accountable programs in the state using Literacy Pro's NexGen LACES Database, a National Reporting System for Adult Education State Programs. Using LACES, we will utilize the Test of Adult Basic Education (TABE), for pre- and post-testing. A student will need to achieve an educational functioning level (EFL) gain in at least one subject to establish progress in the program. We will utilize a combination of qualitative and quantitative assessments.

  Our quantitative measures shall include: Advancing in employment, becoming employed/retaining or getting a better more livable wage, enrolling in and completing ABE/HSE levelled programs then in Post-Secondary Educations. Also, our qualitative measures shall be most applicable in Family Literacy where we shall track children's involvement in education. Family literacy shall also support civic engagement activities such as filling out Census Data forms and/or Voting to name a few secondary goals. These and many more qualitative measures developed over the course of this new collaboration shall be logged and tracked through the LACES database. Additionally, any new partners shall be coded in LACES, saving a significant amount of funding for a dedicated data tech, along with avoiding duplication of effort to track shared students. This was an effective method which enables AE programs to share timely reports and communicate needs to efficiently assign tutors and track training needs if necessary.

  Throughout the course of this grant, we will measure and report on the following outcomes, which we believe will result in increased enrollment and attendance at these schools:

  **For Adult Learners:**

  - Increase in educational functioning level from pre- to post-testing
  - Number of students who pass one or more sections of the high school equivalency exam
  - Number of students who receive a high school equivalency credential
  - Number of individuals who obtain employment
  - Number of individuals who enter into post-secondary education

**For Child Learners**

- Increased school attendance
- Increased school performance

**For Families**

- Strengthen bonds between parent(s) and child/ren
- Increase healthier interactions between family members
- Increase level of parent involvement and preparation for students' academic success

- **Learning Outcomes**: Students who demonstrate competence in self-awareness can:

  a. Define and articulate their personal values.

  b. Discern and describe their personal leadership style, strengths, and limitations.

  c. Appropriately apply their learning and leadership style and strengths.

  d. Recognize their own multiple identities, experiences and biases and how these affect their ability to lead.

  e. Actively seek, evaluate, and, when appropriate, incorporate feedback.

  f. Evaluate and reflect on their actions and modify as necessary. Competency-based assessment, driven by students sitting in the driver seat of analyzing their own progress, is a key to our philosophy of service delivery. The implementation of student-centered rubrics, portfolio development, opportunities for self-reflective goal assessment, and motivational interviewing are elements to drive the qualitative goal setting and evaluation process. Quantitative assessment will include the use of approved NRS assessments. We see that an evaluation of effectiveness for these tests is necessary in the first year of grant funding, given that best practice is to wait for 40-60 hours between pre and post-tests. As basic literacy students relying only on 1:1 tutoring often are not accumulating hours quickly enough to reach the post-test mark, our experience is that NRS testing is less relevant for this modality. This sheds light on the fact that best practice dictates that more intensity of service is needed to make progress, and the integration of basic literacy students into adult education programs, which provide 7-16 hours per week of instruction is the preferred method of service delivery, rather than just 1:1 tutoring. While this may or may not be possible

in all areas, intensity of instruction can also be gained via leveraging blended learning models. They will explore these best practices and integrate systems from literacy service providers, adult education, and development education initiatives across the region to determine improved assessment practice in following years.

- **Do you assess the benefit to the local community? If so, how?** Yes, ABQ-ALC actively tracks and annually reports on its economic community impact to each of its grantors. Like NMHED, ABQ-ALC utilizes core goal data to track and quantitatively report its direct economic impact from employment gains, Program Completion/High School Equivalency (HSE), and Post-Secondary Education attainment. This makes ABQ-ALC highly accountable for the services it provides to the public with a significant Return on Investment (ROI). For example, during the prior Fiscal Year 2018-2019, ABQ-ALC accomplished a 537% ROI, with an economic contribution in Bernalillo County of $1.8M. The quantitative performance measures include $10,000 for each graduate, $11,300 per student enrollment in a Post-Secondary Education Institution, a minimum wage rate applied annually (2080 hours) for each employment attainment or job retention. Additionally, we also track whether a student got a better job and the income differential is also included based on data match or individual reporting during follow up interviews from our instructors and/or Career Pathways Coordinator. With the addition of our most recent Family Literacy Program, ABQ-ALC also shall include qualitative measures of impact, including surveys and interviews of participating families, from both adult and child. ABQ-ALC shall also learn from, and leverage, evaluation data learned in this area by working collaboratively with an Evaluator assigned to our Bernalillo County School Based School Linked Family Literacy Program. Any lessons learned from the County's expert shall be applied to this Literacy ARC Collaboration to benefit AE and local programs alike.
- **Will services be provided in person, remotely, or both? Describe your approach, including any required or recommended curricula or content standards.** Services will be delivered both in person and online. We will provide blended learning models and resources for remote learning. The online learning modalities emphasis bolsters intensity of coursework, enhances self-directed learning, supports the management of a

multi-leveled classroom (Hobgood, et al., 2016), and provides outlets for diverse student learning styles (Bender, 2012). Technology provides visual information that scaffolds between learning styles, and language levels (for ELL students), supporting a multi-level and multi-sensory environment, where the advanced students help the beginners (Brozek, et al., 2011).

Given the literacy levels of the supported population, one can deduce that many parents lack the time and/or the skills to fully engage with their children. Family engagement activities create opportunities for adult students and their children to learn and have fun together simultaneously. The benefits of parent/child bonding include:

1. Increased parent empathy for the child
2. Increased child confidence and strength
3. Resolution of anxieties and fears that children experience
4. Secure attachments between parent and child
   https://www.peacefulparent.com/quality-one-on-one-time-with-your-child-fills-their-emotional-cup/

All of these benefits and more will lead to students, both adult and child, who are able to attend school without fear, concentrate, and participate more fully during school hours. This alone will increase academic performance for students.

Therefore, in terms of our Family Literacy program offered to those interested in developing these new services, our subcontracting Literacy ARC partner, Challenge Island, will provide weekly virtual challenges where families work together using common household items to build a specified object (i.e. a mini golf hole, monkey playground, roller coaster ride, etc.). Parents and children will need to communicate, negotiate, and team build in order to successfully complete these challenges. Once the challenge is completed, families will be able to showcase their work and share their challenges and best practices. Challenge themes provide science, history, and literacy education to all participants, young and old. Challenges are appropriate for all participant skill levels. However, all activities are in English, so participants do need a basic knowledge of English to participate. Given the collaborative nature of the challenges, however, if children of ELA learners are fluent in English, the

children can help translate for the parents, which in turn builds the family bond. Challenges are 1-hour long.

**By participating in family literacy activities, participants will:**

- interact with each other in a constructive manner
- gain historical, scientific, and literary knowledge
- learn to effectively collaborate from beginning to the end of a project
- recognize the value of STEAM education; and
- possibly strive for a career in a STEAM field

Recent ABQ-ALC data shows that including computer, internet, and hotspot supports in combination with 1:1 instruction has resulted in 57 new post-testers and 88 new registrants since closure, with 77 new students (87%) completing an orientation. Pre-testing is the only factor now being addressed with the easing of COVID-19 restrictions and new remote testing guidelines paving the way for programs to pre- and post-test its students. Overall, retention of students has been the result of 1:1 instruction and distance learning support. Literacy ARC believes that by keeping students, teachers, and administrators actively engaged with these diverse digital media, learning standards that apply to technology are seamlessly integrated into our curricula. The integration of technology is forcing not only changes in learner participation, but also in teacher improvement, as "aspects of...practice become more visible and so more available for reflection, revision and review" (Beetham and Sharpe, 2013, p.8). Hence, digital literacy fosters a vibrant dimension for student-student, student-teacher, teacher-teacher, and teacher-admin interaction, support, and inspiration.

Although face to face instruction best supports learner outcomes (Ya Ni, 2013), online and Distance Education (DE) enrollment also have proven extremely beneficial for the continuity of services as acute life circumstances dictate, i.e., COVID-19. All students currently attend a virtual orientation via the Google Meet platform. The orientation, which is three hours long, covers an introduction to the program, goal setting, setup of Khan Academy, and overview of program services. These orientations have been offered online since March, and they

have been not only engaging, but extremely similar to in-person orientations. Students can see and communicate with each other, and they have even created a community of support before the orientation is over. Once our students complete orientation, they will have instant access to Khan Academy. Once classrooms re-open, students will have the option of face to face instruction wherever possible and will be regularly supported by our DE coordinator and/or on-site tutor.

- **Will the individuals providing services be volunteer or compensated?**
  While volunteer tutors can be an added resource and benefit to provide literacy services, we also believe that well-trained, paid professionals are critical in delivery of instruction for these most vulnerable populations. The Northern Region shall support ABQ-ALC's program to build the appropriate service model for our Central Region area, including using trained volunteers, paid tutors, and/or paid instructors. We shall be leveraging our pool of 10 volunteers and supporting them with stipends to ensure networking capabilities align with our efforts to provide regular PD and/or distance learning tutoring.
- **Where will they provide services? Do you anticipate collaboration with other local providers of adult or family literacy services?**
  Each area will assess the location of services, which may include local adult education schools, community colleges, libraries, and literacy agencies. Our key partners are outlined elsewhere in this application, but we anticipate strong collaboration with other providers as key members of this consortium and/or as affiliate partners.
- **How will you assess and track student progress?** Yes, details of our data tracking process are outlined in question number 1, but more generally we will utilize TABE as our main quantitative tool to track and assess student progress. We shall employ TABE assessments for pre- and post-assessments of student performance. The qualitative performance measures most reliably measured and tracked in our LACES database management system for educational functioning levels 1-3, for Measurable Skills Gains (MSG). MSG's are one of the best methods to track progress quantitatively by taking a pre-assessment at entry in our program followed by a post-assessment after 40 contact hours following TABE Publisher's Guidelines, which we will adhere to for full compliance with

Northern Region's sub-contract. Note that here we have met and/or exceeded performance measures for 10 years as a contractor for NMHED with both Federal and several State contracts.

② 40 points

**Briefly describe your organization. Include the following:**

- **What are your organization's primary mission and vision?**

  ABQ-ALC's mission is to create and support thriving adults in a safe and communal environment through student-focused adult education and career services. Our vision is to foster an individuals' desire for Independence, and Mobility.

- **Describe your experience providing literacy education services in New Mexico.**

  In keeping with its mission, this August 2020, ABQ-ALC offers over a decade of experience assisting adults to become literate and obtain the knowledge, skills, and support systems necessary for social and economic self-sufficiency including increased capacity for productive civic engagement and life-long learning. During this decade, we have assisted over 630 graduates to attain HSE, but most importantly, as a small grass-roots and community-based organization, we are embedded in the communities where we operate, largely low income and highly marginalized populations in the Barelas, Downtown, International District, South Valley and Southwest areas. Serving these populations has helped us to leverage funding and resources for the overall benefit to our students. This has been accomplished despite over 95% of our students entering below 9$^{th}$ Grade Educational Functioning levels. In addition, 33% of our overall students entered at NRS Levels 1-3 (Literacy Level). One of the most significant attributes of our program services is the experience we bring to creating a safe learning environment for our students to be nurtured and gain a sense of confidence and sense of belonging which helps many students persist to HSE levels 5 and 6.

**How would this initiative improve or enhance the benefit your organization currently provides?** Developing a pipeline model of shared resources between our programs and that of AE and/ or our existing and future literacy partners will greatly improve both retention and the overall time for program completion and meeting their overall career pathways goals including HSE attainment, gainful employment, retaining/getting a better job, and/or entering post-secondary education. Over 98% of our students during the past two years have entered below the 9th grade level. Low level literacy levels play a significant role in whether we can retain the student. A collaboration with our pool of trained tutors, one or more literacy partners, shall help ABQ-ALC to build a referral partnership to better support individuals throughout the Central Region.

③ 40 points

**Describe how your organization's activities using this funding might coordinate with other available education, training, and social service resources in the communities you plan to serve.**

We will employ similar partner activities as UNM Taos and the Northern Region:

**Partner Identification and Enrollment**- Literacy organizations, libraries, K-12, adult education and postsecondary institutions, as well as social service agencies and community non-profits each play a role in literacy services across the Central Region. ABQ-ALC's experience in running and participating in an NMHED adult education statewide professional development initiative for 3 years provides a long-standing connection to adult education and social service agency representatives across the region. Adult Education provides a backbone for communication and access, along with our Workforce Innovation and Opportunities Act (WIOA) partners- Department of Workforce Solutions (DWS), Temporary Assistance for Needy Families (TANF), Department of Vocational Rehabilitation (DVR), our local area One Stop, and the Central Area Workforce Development Board as a whole. Our continued partnership with the Associated Builders and

Contractors of New Mexico provides a pipeline for employment and apprenticeship opportunities in the construction trade, a trade that does not exclude literacy learners.

Building upon this strong foundation, we will actively reach out and engage new partners- those rooted in traditional literacy services, those that have perhaps lost connection with literacy (such as libraries, hospitals, or the public health department), and new partners who bring in the new age of literacy (virtual STEAM family literacy, media literacy non-profits and post-secondary developmental education). Partners can choose to collaborate on two levels:

1. ***Sub-contract***- Apply through UNM-Taos, as the fiscal sponsor, to join the coalition and receive funding to support activities and adhere to guidelines set out in this application.
2. ***Informal Partners***- We anticipate partnerships with organizations who will not request funding, yet whose contributions towards the collaboration will be key to delivering a holistic approach to literacy services. These partners will have the option to informally join the unified system of communication, to contribute to the development of ideas, pilot innovation strategies, and serve as a support agency in implementation. One example would be the inclusion of our WIOA partners (DWS, TANF, DVR, etc) as sources for referrals, financial and other wrap-around supports. We envision these organizations as crucial thought partners in how to provide a holistic approach to literacy services.

**Unified System of Communication**- Capitalizing on lessons learned from ABQ-ALC's role in the development of a statewide PD system for adult education, we will utilize a combination of informal, learning-based site visits, face to face trainings and meetings, and online learning modules and communication systems (Google Classroom, Hangouts, Meet, ect). We are well versed in the dangers of working in silos, and the effort required to maintain open and direct communication across broad regions. A systematized communication system provides the needed structure that allows for consistent and manageable touch points. Elements of our system include:

1. ***Bi-Monthly Virtual Meetings:*** All members of the literacy consortium will participate in virtual meetings. The first year will follow a progression and agenda system, developed by coalition members in the first meeting. The outcomes include: general needs assessment through a SWOT analysis, support strategies and training systems, data and learner outcomes evaluation, and, most importantly, the development of an innovation plan for

Year II of funding. While this plan will be collaborative in nature, the Central and Northern Regions' plan will be tailored to each areas' demographics and needs.

2. ***Northern Regional Coordinator:*** UNM-Taos, as the fiscal sponsor will hire a Regional Coordinator for the North. A primary responsibility of the Coordinator will be to facilitate regular and effective communication between service providers across the various counties. This system will include regular phone meetings, Google Hangouts, assessing for beneficial connections between service partners and facilitating connection when needed, driving collaboration and shared practices between partners, as well as conducting site visits across the region (see below).
3. ***Site Visits***- Based on our experience that nothing builds collaboration like visiting one another's programs and creating shared experiences:
    a. The Regional Coordinator will visit each county in the northern region in the first year to familiarize themselves with the county needs, programming, and develop partnerships.
    b. The Regional Coordinator will visit the key partners in the Central and other regions as needed to share ideas, collaborate, and cross-train.
    c. The Regional Coordinator will provide administrative support to any coalition or affiliate partner who wishes to visit one another's program. In addition, programs can include travel funds in their sub-contract request to support face to face and site visit activities.
    d. Professional Development and Training System - The professional development and training system we will implement lends itself to team building and strong communication. ABQ-ALC will enlist the part time services of its Program Director to work in-house as well as with other literacy partners throughout the Central Region to provide professional development to practitioners throughout the first year. Training will be both virtual and in person as COVID-19 restrictions permit.

④ 40 points

**Describe your organization's activities and strategies to identify and engage individuals and communities in need of the services you will be providing using this grant funding.**

ABQ-ALC seeks to better meet the needs of those low-level learners (1-3) students it already serves (currently 267 and 481 in the past two years). ABQ-ALC will also work with existing partners and develop additional service providers in the central region to provide professional development to those unable to adequately provide remote learning through Distance Learning. Adult Education previously attained through direct one-on-one with other small organizations. ABQ-ALC, formally SER de NM (ABE/GED Program), has a combined 19-year history of, community-based, award-winning 501(c)(3) adult education and family literacy provider with a twofold mission: to provide dedicated, individual, and customized Adult Basic Education (ABE) and High School Equivalency (HSE) preparation in targeted and critically underserved communities of Bernalillo County; and to partner reciprocally with programs in the Central and Northern Region to broaden communication and family literacy services to ABQ-ALC and partner participants. Three priority goals are to: (1) improve knowledge and skills necessary for self-sufficiency, family literacy, life-long learning, and career development. A flexible educative model is strategically structured on the theory and practice of small group, situated learning (Lave & Wenger, 2005; 1999; 1991). Empirically-proven instructional best-practices for literacy development are underpinned by individual and customized participation and advocated on collaboration, social context, transformation, a safe & trustworthy environment, and a sense of belonging to a professional learning community (Hooks, 2009; Scardamalia et al 2014, 2006, Barton, 2006; Zins, 2004). (2) bridge academic and vocational gaps between initial skills of participants and skills needed to enter employment and/or postsecondary education; and (3) expedite career development with integrated academic and workplace literacy. Funding will sustain educational and literacy activities.

⑤ 40 points

**Describe your organization's ability to serve eligible individuals with disabilities, including those with learning disabilities. Include relationships with organizations or institutional departments that support diagnosis and accommodation for learning disabilities.**

We partner with Adelante, the Department of Vocational Rehabilitation (DVR), Goodwill Industries of NM, and Help NM for assistance to eligible individuals with learning disabilities. We also work closely with each individual student to gauge if he or she is eligible for testing accommodations based on self-disclosure during intake and provide support to help the student receive these accommodations. We made 25 referrals to DVR during FY 2017-18. This partnership was forged between our Executive Director immediately following notice of a joint IFA partnership including DVR as one of our key partners. We will also work to strengthen our partnership with the Department of Vocational Rehabilitation; however, difficulties with DVR's back log of clients have been reported to the NMAE. ABQ-ALC has demonstrated capacity for meeting the needs of the most limited literacy learners, many of whom are assumed to have learning disabilities that have gone undiagnosed and undocumented. ABQ-ALC also provides referrals to DVR wherever possible in compliance with WIOA requirements. We achieved a 24% gains rate last year for students entered at this NRS level. ABQ-ALC shall also use/apply TECC best practices as follows:

**Orientation and Advising**: From the onset students are supported to develop metacognitive awareness of how they learn, to ask for assistance, and to offer suggestions for instructional changes (Weisel et al, 2005). All students meet with the Program Specialist during orientation to discuss how they best learn, including strengths and needs. Using a strengths-based approach, TECC asks students to complete a multiple intelligences survey to identify the ways they may learn most effectively (Gardner, 2007).

**Classroom Practices:** TECC subscribes to the *Universal by Design* approach in our assumption that learning differences abound in the classroom and, therefore, instructional practices need to engage all types of learners, including those with disabilities (Zabala, 2016, Gronneberg, et al.,

2015). Students are provided with choice around content (Knowles, 1984), ways to learn this content (in groups or alone, visual, audial, or written), as well as how they demonstrate this learning (drawing, writing, presenting) (Meyer, et al., 2014). Examples of additional interventions include: the student working 1:1 with a specialty tutor, taking frequent breaks, working alone in quiet area, having extended time to take a test, use of enlarged print material, and use of overlays or printing on colored paper to address Visual Stress Syndrome (Weisel et al, 2005). To assess effectiveness, regular feedback is given to students and is elicited from students.

**Collaborative Support Services:** TECC is in negotiations with DVR to leverage resources in service of shared clients, particularly in paying for diagnostic exams for qualified individuals (see question 14 for full details). Several of our tutors, and one of our board members, are also active board members in the Southwest International Dyslexia Association (SWIDA) and are exploring options for SWIDA scholarships for diagnostic exams. They also provide expert tutoring support for those diagnosed with dyslexia. With a recent grant from the New Mexico Coalition for Literacy (NMCL), TECC is now positioned to strengthen its volunteer tutoring program and aims to specifically train tutors to serve those with disabilities.

⑥ 40 points

**Describe support your organization would provide to personnel and organizations providing services under this grant. Does it include providing instructional materials? If so, please describe.**

No, although this training system offers strong guidance to programs as to key instructional resources, ABQ-ALC will be responsible for purchasing our own materials as part of their sub-contracted budget. As such, for PD purposes, instructors shall be provided with a copy of Sharon Bowman's book *Training from the Back of the Room* through direct fundraising activities or other grants like our Literacy Dollar General application pending award notification in June 2020.

**What financial support, including salaries and wages, would this grant fund—for individuals or organizations?**

We shall need support for the following:

- One part-time literacy Coordinator to oversee our Literacy model, as follows: $25 per hour at 20 hours per week x 52 weeks including benefits at 12.65%.
- Professional Development provided by ABQ-ALC's Program Director to support Literacy Coordinator, staff and prospective literacy service providers as follows: $30 per hour at 3 hours per week x 52 weeks. (A 50% match from State funds planned to fully maximize benefits to our staff and tutor pool for full integration and collaboration with the Literacy ARC consortium).
- Volunteer Tutor stipends supports any instructional supports for tutors ($500 per tutor x 10 tutors per year).
- The Literacy ARC model is based on years of research for best practices for literacy instruction and program delivery. UNM-Taos will also provide instructional materials to all staff, tutors, and teachers on campus that provide literacy services and we shall learn of any new materials that may benefit our staff to further inform this collaboration.

⑦ 40 points

- **Describe professional development support your organization would provide to personnel and organizations providing services under this grant.**

- **Describe how the instructors/tutors have been or will be trained and what access they have to high quality professional development, including through electronic means.**

Professional Development (PD) shall be provided by Jamie Trujillo, ABQ-ALC's Program Director at three hours per week during said grant period. Mrs. Trujillo has been an adult education trainer on the state and national level since 2008. She has provided both in-person and virtual trainings as a member of the New Mexico Distance Education and Learning Technologies team as a Senior Training Consultant. Mrs. Trujillo also plans and facilitates all regular ABQ-ALC staff trainings throughout the year. She is fully positioned to expand this training experience to include literacy providers. More specifically, This PD shall be administered at three hours per week during said grant period. These hours shall also be matched at 50% by ABQ-ALC. This shall allow Mrs. Trujillo to integrate PD training of instructors and tutors with Literacy ARC training. ABQ-ALC's instructors and pool of 10 tutors shall fully engage in PD to include ABQ-ALC's best practices, immersion in the Literacy ARC model to effectively cross refer, engage, support, and streamline all students back to the assigned instructor to streamline students back to their instructor for additional supports such as career pathways services for additional goal successes.

- **If you sub-contract/grant, what project management training specific to this initiative would you include?**

Internally, we shall offer project management training to our pool of tutors and instructors including tutor volunteer hours management and student contact hour management; however, we shall model as closely with the Literacy ARC model as previously specified. The Literacy Arc model will provide individualized learning plans and on-demand training to each sub-contracted program. ABQ-ALC brings a long history in statewide training and valuable resources to this effort.

- **Describe how the instructors/tutors have been or will be trained and what access they have to high quality professional development, including through electronic means.**

**Face to Face Trainings-**

1. In the first year, we will conduct at least 1 F2F Training and Meeting across the consortium
2. In subsequent years, as our PD needs have been assessed, we will conduct up to 3 F2F trainings each year, either as ARCAL initiatives or piggy-backing in collaboration with our affiliate partners (adult education, K-12, postsecondary, libraries, etc).

**Blended Learning**-

The integration of technology is forcing not only changes in learner participation, but also in teacher improvement, as "aspects of...practice become more visible and so more available for reflection, revision and review" (Beetham and Sharpe, 2013, p.8). In support of best practices for integration of digital literacy into our overall services approach, we have found that the best way for tutors, staff, and instructors to teach in a blended learning mode is by going through it themselves. A blended learning model fosters a vibrant dimension for student-student, student-teacher, teacher-teacher, and teacher-admin interaction, support, and inspiration.

ABQ-ALC's professional development match from our State HED funding shall be utilized to provide our tutors with tutor trainings. More specifically, this PD support shall serve as the foundation of our project management training for our tutor pool. We shall continue to schedule and provide tutoring to our population as we have during COVID-19. We will offer 1:1, blended learning, distance learning that will be scheduled during our in-house one-week training; however, adjustments shall be made to make this a collective engagement between our instructors and support staff.

⑧ 40 points

**Describe how your organization would oversee the activities funded by this grant.**

Data collection and maintenance (Note Section 5 below for minimum requirements): ABQ-ALC, as the sole Central Region program under this consortium, shall continue to track its own data in strict adherence to NRS, NMAE, OCTAE, TABE Publisher and HIPPA guidelines, ABQ-ALC will follow its policies and procedures, hold timely trainings and re-train staff with COVID-19 policies to ensure the safety of its staff and students. Wherever possible, we shall return to the classroom; however, it is possible that data collection and maintenance shall continue to be done remotely. Note that this system shall identify the potential for standardization by the very nature of the LACES database itself, which serves to avoid duplication of services between subcontractors and provide additional greater efficiencies statewide.

- **Describe how your organization collects and maintains data and how you will oversee data management for any sub grantees or subcontractors.**

We shall continue to utilize the State's supported "LACES" database for reporting program data through the National Reporting System to verify success. Our Executive Director also evaluates all grant awards for accountability on a monthly and quarterly basis, with quarterly, mid-year and annual program reporting to its Board of Directors, the State Higher Education and private grantors.
Our Student Support Specialist, who also serves as our data technician, is fully trained in the LACES database and upholds a high quality of data entry with our Program Director supervising all data entry activities. Furthermore, our Program Director provides the Executive Director with LACES data reports to fully evaluate project outcomes and assess overall community impact during FY.

- **Compliance**

  **How will you monitor activities to ensure compliance with grant requirements and with your organization's requirements?**

ABQ-ALC shall adhere to the Literacy ARC coalition afore-mentioned data tracking and compliance. Like UNM Taos, it maintains best practices in terms of tracking for performance. ABQ-ALC has a reputation for maintaining timely data entry and reporting. We shall also continue to document and track all data and hold staff accountable for their data at our End of Term meetings which are held every six weeks as instructors are now fully trained to also print out their own reports, analyze and

produce recommendations for improvement. This is an area which shall better inform how we will assign/delegate/refer students to our tutor pool. In fact, our tutors shall also participate in this reporting following their PD training through a systematic tool and communicative approach that aids the instructor versus relying on a post-assessment to capture success. For example, staff compliance with career pathway inputs which collectively support the program with new employment, job retention, obtaining better employment, and/or HSE, Post-Secondary Education admissions, are all captured to collectively tally performance measure progression in a shared google docs folder.

- **Technical assistance**

  **Describe how you will monitor program activities to determine professional development needs and technical assistance needs.**

ABQ-ALC's Program Director will conduct regular reports from LACES to identify students who 1.) are enrolled but have not made a level gain, and 2.) have left before making a level gain. Students remaining at level will be surveyed for further interventions/needs, including technology assistance if applicable. Those entered in LACES as Left shall also be called and paired with a tutor to ensure we are bringing those students back wherever possible. In addition, both students and instructors will be surveyed every term regarding the efficacy of the organization's services. This information will be used to inform professional development and technical assistance needs.

As an AE Provider, ABQ-ALC is required to maintain high quality information management systems that collects data on measurable student outcomes, upholds accountability, and is utilized for ongoing program improvement purposes. ABQ-ALC adheres to the requirements outlined both in NMHED AE's data policy and in the National Reporting System (NRS), an outcomes-based reporting system for Federally funded adult education programs. As a result of WIOA legislation and the need for new NRS reporting requirements, we are in a learning phase of understanding the new measures and revised tables. With a track-record of strong measured skill gains (MSG), 42.5% in FY 2018-2019, and 47.6% in FY 2017-2018, ABQ-ALC has demonstrated capacity to exceed the state adjusted MSG. State adjusted performance measures for the remaining targets have yet to be established. Reliable sources and systematized procedures for data collection are outlined in the following table:

**Data Collection Procedures for Performance Measure Outcomes Reporting.**

We strictly adhere to publishers', State and NRS guidelines for our data collection procedures.

| Performance Measure | Data Sources |
|---|---|
| Measurable Skills gain through educational functioning level | TABE for adult education students |
| Entry into post-secondary | Data matching with our own institution, UNM-Taos, and state level NMHED data matching; supplemented by student surveying |
| Employment data for second and fourth quarter after exit | NMHED data matching with DOL; supplemented by student surveying |
| Median earnings | NMHED data matching with DOL; supplemented by student surveying |
| High School Equivalency attainment | NMHED data matching; HSE test scores provided by the student |
| Post-secondary credential | Data matching with our own institution, UNM-Taos, and state level NMHED data matching; supplemented by student surveying |
| Achievement of measurable skills gains toward a credential | Data will be collected in concert with local institution, UNM-Taos; other means for collecting this data is yet to be determined. |
| Indicators of effectiveness in serving employers | Yet to be determined in state policy. |

Our data management system relies on a number of key organizational practices for ensuring high quality and ultimately, program improvement:

**Ensuring clean, reliable data: ABQ-ALC Best Practices include:**

Trained Staff: One hundred percent (100%) of ABQ-ALC Staff who access the LACES database are trained and certified in LACES, NRS, and the Family Educational Rights and Privacy Act (FERPA); all staff involved in the administration of assessments are trained in TABE, the main assessment we utilize.

Standardized procedures for data collection and entry are followed to ensure compliance and uniformity, including use of State forms, maintenance of records, attendance data, and timeframes
Strict adherence to assessment procedures as outlined in federal, state, and publishers' guidelines, to ensure reliability in pre- and post-test results. Close monitoring of attendance data is particularly key for post-testing individuals at the 40-hour benchmark per state policy. Our Student Support Services who administers our data runs regular reports to ensure instructors are aware of students failing to post-test within the benchmarks.
Data auditing and monitoring for ensuring a minimum of 80% data accuracy are performed on a semi-annual basis. The Program Director with the Data Technician conducts data audits following state policy; audits are also conducted by NMAE. Results are analyzed for weaknesses requiring remediation. Our data tech participates in our end of term meetings to discuss weaknesses.
Student intake process that is educational in design at TECC entails the student meeting with the Program Specialist for a 30-minute individualized session to ensure collection of clean and complete data, and to identify students' goals, strengths, needs, and concerns. The advisor discusses student's pre-assessment results, and in consultation with the student, develops an individualized learning plan with level-appropriate class placement, that is achievable and meets the student's needs.
**Collecting data on what we value:** What you measure is what you become. We garner student input and feedback, through needs assessments, anonymous surveys, student focus groups, and informal conversations, to drive our learner-centered approaches, evidenced as critical to adult persistence and success. Community surveying of employers, employees, and other service providers guides our programming to become responsive to our community at large and have a greater impact.
**Ensuring post-testing:** Meeting the measurable skill gain performance target lies in offering quality instruction, implementing student persistence strategies, and quite pragmatically, vigilantly monitoring student attendance hours so that no student hits the 40-hour (60-hour for ELLs) instructional requirement without being post-tested.
**Using Data to Support Individual Student Progress:** A range of formative and summative assessments, including portfolios and comparison of writing over time, are shared in conferencing sessions with students to help them understand, monitor, and evaluate their own progress. Seeing progress is one of the most important contributors to student persistence (Comings, 2003).

**Stakeholder participation in decision making:** An organizational strategy that supports performance achievement is our inclusion of a broad range of stakeholders in planning, evaluating, and decision-making. As a small program with a participatory philosophy and strong student involvement, key decisions are often made by consensus or at a minimum with wide input from affected stakeholders.

**Data Analysis for Continuous Program Improvement:** Data is analyzed on a quarterly basis and compared with prior years' performance to identify patterns, strengths and weaknesses, overtime. A three-year strategic plan, created with the board and program, with measurable goals and inclusion of evidenced based strategies for achieving targets, is followed and revised to adapt to shifting conditions. It is planned for revision spring 2017.

⑨ 40 points

**Discuss, with specificity, program administration and processes such as scheduling, collaboration with wraparound service providers, and other efforts to support student persistence and progress:**

Our model is based on seven key program administration principles, developed by ABQ-ALC, San Juan College, TECC, and other adult education programs across the state:

1. *Collaboration*
    1. Internal- We begin with strong team building and social emotional development so as to model that which we are asking of our students and lay a solid foundation for external collaboration,
    2. External- Partners include literacy programs, community colleges, tutoring centers, adult education schools, non-profits, social service agencies, criminal justice partners, and more. Student persistence and progress cannot be sustained without the community wide net.
2. *Competencies*: Our Coalition will support student persistence and progress by ensuring the training and PD delivery model supports innovation in academic, social emotional, and other student-identified desired competencies.

3. *Career Pathways*: While always driven by the self-stated goals of the student, we integrate career exploration, training, and support as part of our program administrative partnerships and curriculum, as financial stability is key to strong literacy outcomes.
4. *Intensive Advising*: Each student is supported by an intensive advising intake, regular check-ins, and exit plans. We will provide training to any service provider as to best practices for motivational interviewing, coaching, and appreciative advising.
5. *Expanded Onboarding*: Our tutor onboarding process mirrors that of our students. We include team building, SEL development, competency-based assessment activities, learning to learn, as well as technical and administrative activities to be completed prior to launch.
6. *Marketing and Recruitment*: Strong external collaboration with wrap around service providers is the bedrock of a referral system between agencies. In addition, we will create quality, culturally relevant recruitment materials to attract both new tutors and students.
7. *PD System*: As outlined in question 7, our PD system will include supportive collaborative program administration, Google Hangouts, bi-monthly meetings, and face to face training. The nature of our system allows for the dissolution of silos, communication across broad regions of the state, and program to program sharing ideas and support. The outcome will be a structured system to support a literacy Professional Learning Community. All these program administration goal posts contribute to student persistence and completion. See References here.

⑩ 40 points

**Cite any significant, relevant research or theoretical structure that underlies your proposed project, including (but not limited to) project design, operations, and choice of instructional methods and activities.**

As follows you will find there is Evidence-based research that clearly outlines the outcomes arising from ABQ-ALC, Challenge Island and Parents College approach:

**1.** Parental education level as a mitigating factor in children's educational performance:

a. Parents with a higher education level:

i. Use more complex and varied language with their children. This predicts better language and reading skills throughout childhood.
ii. Have higher expectations for their children's education. This, of course, predicts greater educational attainment for their children.
iii. Make sure their children are exposed to educational opportunities in their communities such as art or music lessons, science and computer programs, and educationally relevant summer camps.
iv. Are more likely to get tutoring help if their children start to have difficulty in school.
http://docserver.ingentaconnect.com/deliver/connect/ioep/14748460/v3n3/s2.pdf?expires=1578607469&id=0000&titleid=10430&checksum=7C300331C896C6C5C241F5748DC6164F

**2.** New Mexico has a need for a large IT workforce, and therefore a need for more STEAM- based programs.

a. It is estimated that there is a current need for 3 million IT workers in the country. Unfortunately, the expectation of our youth to satisfy this need is very low. Therefore, IT companies have outsourced this kind of labor to people or corporations working overseas for decades. In addition, according to an article of Ranstadt USA, young people lack interest in the STEM fields because they don't understand the practical implications of STEM-related education in the real world https://rlc.randstadusa.com/press-room/press-releases/employers-must-redefine-stem-to-attract-future-talent-according-to-new-randstad-us-data.

b. A 2016 report by the New Mexico Legislative Finance Committee found that even though there are 4,600 yearly high tech job openings, only about 2,600 students graduate from college in STEM fields, even though STEM graduates working in high tech industries in New Mexico have a median annual salary of $49,000, which is $8,000 higher than any other field in any other industry https://www.nmlegis.gov/Entity/LFC/Documents/Program_Evaluation_Reports/Scienc

e,%20Technology,%20Engineering%20and%20Math%20(STEM)%20Degree%20Production%20and%20Employment%20Outcomes.pdf.

c. By incorporating STEAM education two days per week in a fun, non-threatening environment, we will foster that interest in STEM fields from a young age, working to increase the number of New Mexicans who pursue STEM fields in college and move on to high paying, high tech jobs.

**3.** Khan Academy's positive outcomes as an educational tool:

a. There have been some studies that support the benefits of using Khan Academy's website on a regular basis. Most of these studies agree that Khan Academy was positively associated with better than predicted test scores, lower math anxiety, and higher confidence in one's ability to do math. In today's standardized testing environment, Khan Academy users perform significantly better at standardized tests, whether those are District mandated or College admissions assessments. For more studies on this please visit https://www.khanacademy.org/about/impact.

b. Khan Academy also has proven benefits for adult learners. Current ABQ-ALC mid-year data shows that 37.5% of distance education students who use Khan Academy for the majority of their instruction experience measurable skills gains as measured by the Test of Adult Basic Education (TABE). This is 28.4% higher than the organization's overall measurable skills gains rate of 29.2%.

c. By exposing both adult and child students to Khan Academy's user friendly platform at least twice per week, we will be able to achieve greater academic performance for all participants.

**4.** The Need for Family Engagement is Significant:

a. Given the poverty demographics in the proposed service area, one can deduce that many parents lack the time and/or the skills to fully engage with their children. Our monthly family engagement activities will create opportunities for adult students and their children to learn and have fun together simultaneously. The benefits of parent/child bonding include:

i. Increased parent empathy for the child

ii. Increased child confidence and strength
iii. Resolution of anxieties and fears that children experience
iv. Secure attachments between parent and child https://www.peacefulparent.com/quality-one-on-one-time-with-your-child-fills-their-emotional-cup/

b. All these benefits and more will lead to students who are able to attend school without fear, concentrate, and participate more fully during school hours. This alone will increase academic performance for students.

While we have noted the relevant research and theoretical structure supporting our proposed model throughout the grant (see references), here we will take a deeper look at our choice of instructional methods and activities:

Activities and instructional methods for increasing literacy, which are most meaningful to learners, are experiential, culturally-based, and include talking about, writing about, physically exploring, and making artifacts that support critical literacy learning (Beers & Probst, 2017; Gibbons, 2009; Lent, 2007). These activities are most rewarding when they are conducted in a community of learners. Hence, while 1:1 tutoring is a bedrock of literacy services, small group and classroom setting, and/or regular shared workshops are key to developing the sense of learning community essential to progress in skill attainment.

Best Practices include utilizing texts that are easily found and practical to everyday living conditions such as: instructions, newspaper articles, poetry, movies, television shows, images, et cetera. This is a critical literacy approach that allows the learner to investigate the world that they live in (Gruenewald, 2003; Janks, 2000; Luke, 2012; Shor, 1999). Students learn to see literacy in their everyday lives, and the activities that they participate in both inside and outside of the classroom setting.

In addition, building literacy skills through a holistic approach that balances both foundational and language comprehension instruction, determining effective instructional strategies for struggling readers, as well as rooting our approach in social equity framework, increasing choice and access for all students (ILA, 2020).

In a recent report on the science of adult literacy acquisition, the World Bank identified four key areas to address to improve the efficacy of literacy programs: the brain, the person, the learning environment, and the cultural context (Thomas, et. al. 2020). Our methods described above address these best practices in the following ways:

*The brain:* while adults have less neuroplasticity than youth, they increase their executive function capabilities. This report suggests that having "learners repeatedly retrieving new information both inside and outside learning sessions; teachers supporting their students to actively engage during learning, rather than passively listening to instruction; and the use of learning materials that draw learners' attention to key features or distinctions" (p.2) are best practices derived from advances in our understanding of the brain. Our program incorporates these practices in the classroom, in 1-1 tutoring, and in building systems for students to continuously engage in learning outside the classroom, through digital methods.

*The person*: Our program has long centered the person, their lives and their needs in the learning environment, to increase relevance of content and improve engagement and retention. Our approach of supporting and tracking student-defined outcomes enhances this work, by ensuring that we address why students wish to improve their literacy and working with them to achieve what they want to achieve. We ground our student work in the real world, ensuring that learning is connected to their lived reality. We also work with adults to enhance their metacognitive skills, recognizing that adults learn best when they are asked to think about their thinking and learn about their learning.

*The Learning Environment:* our wide range of opportunities for learning, including classroom instruction, 1-1 tutoring, small group work, and digital outlets, ensure that our adult learners have the chance to continuously engage to ensure retention and progress. Adults need both flexibility and consistency, and our program supports learners through mixed methods that meet a range of needs.

*The Cultural Context:* Most crucially, our program addresses the context and needs of our students and our broader community. Our content is relevant to both the needs of individual learners and the needs of our whole community. We ground all of our programs in culturally sensitive approaches that are relevant to our learners and to local employers. Our work in social emotional learning is the most reflective of this priority, as we work to teach both content and skills that support employability as well as improved interpersonal relationships.

# 3. NEW MEXICO CERTIFICATIONS AND ASSURANCES

**Applicant/Agency:** Albuquerque Adult Learning Center, Inc. (dba ABQ-ALC)

**Address:** 1500 Walter St SE, % John Marshall Center, Ste. 224

Albuquerque, NM 87102

**FOR THE FISCAL YEAR BEGINNING JULY 1, 2020 AND ENDING JUNE 30, 2021**

It is agreed that adult literacy services will be provided subject to New Mexico state laws and regulations and to the grant agreement comprising the contents of this application, the award letter from the Secretary of the New Mexico Higher Education Department and the following terms:

1. **Student Eligibility**
   Funding under this grant is to be expended only for individuals-
   a. who are 16 years of age and older;
   b. who are not enrolled or required to be enrolled in secondary school under New Mexico State Law; and
   c. who demonstrate a literacy level at or below the 6th grade.

2. **Reporting Requirements**

   a. Grant recipients are required to maintain the following unduplicated student level data, at a minimum:

| Item | Data Element | Comments |
|---|---|---|
| **1** | Number enrolled | Those enrolled in classes and administered pretest during program year and who have had at least one hour of instruction under this program |
| **2** | Number of hours of instruction | From attendance records certified by instructor<br>Includes tutoring time and time on task if using a technology platform<br>Disaggregated by student |
| **3** | Number attaining at least one Educational Functioning Level (EFL) gain | Measured by posttest using pretest assessment and following publisher guidelines, disaggregated by student Generally, assessments measure 2 grade levels per EFL |
| **4** | Percent attaining at least one EFL | Item **3** divided by Item **1** |

| | | |
|---|---|---|
| **5** | Total number of instructional hours | Hours of instruction, including tutoring time and time on task using a technology platform |
| **6** | Average number of instructional hours per student | Item **5** divided by Item **1** |

b. Annual Reports will be submitted to the New Mexico Higher Education Department, Director of Adult Basic Education Division.
c. Annual Reports (statistical and narrative) are due August 1, 2021. NMHED will provide a template before June 1, 2021.
d. Monthly Expenditure Reports/Requests for Reimbursement are due by the 10th working day following the close of business each month. Reports will be submitted to the New Mexico Higher Education Department, Adult Education Division Financial Officer.
e. Program data must be kept current to the month at a minimum.
f. Monthly attendance reports must be kept at local programs for audit purposes.
g. Monthly time sheets and pay records (including Time and Effort Reports) will be maintained on each employee at the local level.

**3. <u>Student Fees</u>**

a. No tuition is to be charged for activities funded under this grant.
b. All instructional materials are to be provided at no cost to the student.

***The person or persons whose signature(s) appear(s) below is/are authorized to sign this application, and to commit the applicant to all of its provisions.***

6/5/2020 

Date | Signature of Chief Executive Officer and Title

Albuquerque Adult Learning Center, Inc.

Name of Organization, Applicant or Recipient

1500 Walter St SE, % John Marshall Center, Ste. 224

Street Address

| **Albuquerque** | **NM** | **87102** |
|---|---|---|
| City | State | Zip Code |

## 4. BUDGET FORMS

PROPOSED BUDGET

*THIS IS NOT AN APPROVED BUDGET*

NOTE: This budget sheet is required to identify expenditures for your proposed project. If the project is approved, you will be required to submit a final budget request. Project expenditures will not be approved until the final budget is processed.

**PROJECT TITLE:** Literacy ARC **APPLICANT:** ABQ-ALC, Inc.

**GRANT YEAR:** 2020-2021

| | | |
|---|---|---|
| 110 | Professional Salaries | $30,680 |
| 120 | Graduate Assistants/Aides | $0 |
| 130 | Technician | $0 |
| 140 | Secretarial/Clerical | $0 |
| 150 | Other Salaries | $5,000 |
| 200 | Employee Benefits | $3,289 |
| 300 | Purchased Services | $7,230 |
| 400 | Supplies and Materials | $0 |

| | | |
|---|---|---|
| 500 | Travel<br>In-State $ 800<br>Out-of-State $ __0_____ | $800 |
| 700 | Equipment | $0 |
| 800 | Indirect Costs<br>(Not to exceed 5% of total award amount) | $2,350 |
| | **TOTAL** | **$49,349** |

BUDGET BACKUP

DETAILED BUDGET INFORMATION

Please complete the budget information requested below for each line item in the budget. This section will provide additional information about how the requested funds will be used. If more space is needed, please expand the tables as necessary.

.110 SALARIES:

This includes anticipated expenditures for salaries or personnel providing ***direct instructional services*** to students. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include an itemized breakdown of all funds to be paid to the person; i.e., monthly/hourly salary rate, percentage of time devoted to the project activity, job title, etc.

NMHED Funds Requested for Salaries: $35,680

Explanation:

**.110** Professional Salaries

1-.5 FTE Regional Coordinator ($25x20x52) = $26,000
1-.X FTE PD/Training Funds ($30 x 3 x 52 wks) = $4,680

**.120** Graduate Assistant/Aides Salaries

**.130** Technician Salaries

**.140** Secretarial/Clerical Salaries

**.150** Other Salaries

Tutor Stipends: (10 x $500) = $5,000

.200 EMPLOYEE BENEFITS:

An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary and received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.

NMHED Funds Requested for Employee Benefits: $3,289

Explanation:

1-.5 FTE Regional Coordinator ($25x20x52) = $26,000 x 12.65% = $3,289

.300 PURCHASED SERVICES:

These include anticipated expenditures for services rendered through special arrangements with a company, person or other educational agency or institution. These are considered sub-contracted services and are reserved to offset costs incurred by employment of consultant-type personnel or services not available within the capabilities of the participating agency. Personnel records are not usually maintained for individuals performing contractual services, nor are these persons usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diems at prevailing state rates. Consultant travel should be itemized under this category and ***not*** under travel. Any equipment rented for use during the term of the contract is considered a contractual service.

NMHED Funds Requested for Purchased Services: $7,230

Explanation:

ABQ-ALC Central Region Subcontracting:
Subcontracting: Accounting Services to manage Northern Region Literacy Grant ($95/hr x 1 hrs/wk x 12 months= $1,140
Subcontracting: Family Literacy Services: Facilitation & Admin: $6,090

## .400 SUPPLIES AND MATERIALS:

These expenditures refer to consumable items where the item cost is less than $1,000.

a. Includes anticipated expenditures for supplies required to conduct the activity. This should only include supplies necessary for the conduct of the activity over and above regular office operational costs. Be specific in itemizing these costs.
b. Includes anticipated expenditures for supplies used in the classroom for direct instruction only.
c. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials.

| Quantity | Item Requested | Use | Unit Cost | Total Cost |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

Expand table if needed.

Total NMHED Funds Requested for Supplies and Materials: $0

.500 TRAVEL:

Under these line items, itemize all anticipated project staff travel, including travel costs associated with your professional development plan. Travel shall be computed according to prevailing state rates or the applicant's agency rate, whichever is lower; including mileage, per diem, lodging, and estimated tolls and parking. Consultant travel ***is not*** included under this category, but shall be itemized under **PURCHASED SERVICES**.

NMHED Funds Requested for Travel: $800

Explanation:

Travel for Literacy ARC key personnel and staff to travel and participate in Professional Development (PD) with Northern and Central Region collaborative partners (includes prospective partners) to ensure at least two face to face trainings delivered throughout the fiscal year. Due to COVID-19, most PD trainings shall be held via google meet or zoom depending on Stay at Home State closures. However, local travel shall be available for Literacy Coordinator, Program Director, Staff, and Executive Director to meet F2F for PD trainings, and/or any group facilitation including tutor participation in end of term meetings for team building purposes. Any unspent funds shall revert to other line items as needed.

.700 EQUIPMENT:

All non-consumable items should be itemized to the extent that the State Director of Adult Education is aware of the types required and their respective use to accomplish the objectives of the project. Equipment costs may include postage and/or transportation fees but may not include any ***handling fees*** or surcharges made by the grantee. Equipment is defined as an article of tangible personal property having a useful life of more than one year and a cost of $1,000.00 or more. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. ***Equipment purchased with NMHED funds can only be used for instructional and assessment services provided to students aged 16 and over who enter the program having been assessed at or below 6$^{th}$ grade reading level***

NMHED Funds Requested for Equipment: $0.00

Explanation:

.800 INDIRECT COSTS:

NMHED Funds Requested for Indirect Costs: $2,380.95

Explanation:

Indirect costs at 5%

## 5. PROGRAM PERFORMANCE DATA

**Include demographic and/or performance data from at least the past two years in order to demonstrate your experience providing services such as those required under this grant.**

### Fiscal Year 2018-2019

| Entering Educational Functioning Level | Number of Participants | Total Attendance Hours for All Participants | Number Who Achieved at Least One Educational Functioning Level Gain | Number Who Attained a Secondary School Diploma or Its Recognized Equivalent | Percentage Achieving Measurable Skill Gains |
|---|---|---|---|---|---|
| ABE Level 1 | 9 | 648.5 | 5 | 0 | 55.6 |
| ABE Level 2 | 97 | 6932.5 | 38 | 6 | 45.4 |
| ABE Level 3 | 74 | 4896.5 | 20 | 9 | 39.2 |

### Fiscal Year 2017-2018

| Entering Educational Functioning Level | Number of Participants | Total Attendance Hours for All Participants | Number Who Achieved at Least One Educational Functioning Level Gain | Number Who Attained a Secondary School Diploma or Its Recognized Equivalent | Percentage Achieving Measurable Skill Gains |
|---|---|---|---|---|---|
| ABE Level 1 | 7 | 418 | 3 | 0 | 42.9 |
| ABE Level 2 | 44 | 2132.5 | 18 | 0 | 40.9 |
| ABE Level 3 | 77 | 5341 | 32 | 7 | 50.6 |

## 6. FINANCIAL STATEMENTS/INDEPENDENT AUDITS

**Include certified financial statements and/or independent audits for at least the two years spanning July 1, 2017 through June 30, 2019.**

See attached Audits as requested.