Annual Program Report
Cover Page

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Signature of the Chief Executive Officer or Designee

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Typed Name and Title:

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New Mexico Adult Education Local Program Annual Report 2023-2024

Section I. Program Narrative Report

Directions*: Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions. Answers should be single-spaced.*

1. Describe your program briefly. Include the services you provide under WIOA Title II and the student population you serve. You may reference AEFLA allowable activities from WIOA Sec. 203 (https://wioaplans.ed.gov/node/37896.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.

   The NMSU-Alamogordo, PACE program serves students from the Alamogordo, Tularosa, Mescalero, and Cloudcroft communities, located in Otero County. The community of Alamogordo has a population of 31,384 as per the 2020 census report and the average hourly rate is $17.31. The PACE program served individuals ages 16 – 75 this past year. Offerings for students are Adult Education classes, English, Math, and ESL. Classes are leveled to meet the varying academic needs of students based on their TABE scores. Reading, science, and social studies are incorporated into classes and the curriculums used are differentiated to address individual learning strengths. All curriculums are aligned with College and Career Ready Standards.

   The curriculum is comprised of Essential Education for English and math, and Burlington English for the ESL class. In addition, various resources are added to differentiate and enhance the curriculum. Students are also formally and informally assessed on a consistent basis during the session to adjust content.

   Reading has been incorporated into both subjects to promote reading levels and comprehension. Also, reading scores are closely reviewed for student placement into classes. Through the year there are two literacy events for all students and children of students. The theme for the events are various reading topics and everyone that attends receives an age appropriate book. Included in the events are activities for children. The goal is to support parents that are students to be strong advocates in the education of their children and decrease the pattern of recidivism for school dropout.

   Workforce preparation activities are incorporated into all classes to introduce student to careers and develop skills to be applied in a job. Through various times through the year resume development, dressing for success, how to interview for a job, and how to complete applications are provided for students.

   The IETs, Phlebotomy and Food Manager Certifications are offered for those interested. The Career Navigator will be working one-on-one with every student to help them develop goals and career plans.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them**. If you are a new director, please consider including a summary of your personal goals and priorities as a leader.

   The 2023 year started with two full-time instructors and one part-time instructor. However, in November the part-time staff employee resigned for personal reasons. The additional TANF funds received were designated for a full-time instructor and through advertising an individual was interviewed and hired in January 2024. Also, a part-time administrative assistant was hired through the TANF funds and that person worked until June 28, 2024. There is a continued challenge of finding individuals in the

community that have the experience to teach at the PACE program and still be willing to be paid what is considered a low salary. Increasing salaries poses a challenge in the NMSU system and acquiring the funds to cover the salaries is an additional challenge. Knowing people in the community through committee work and other PACE staff interactions are the main source of advertising for the program. Although the campus Facebook and resources through human resources are available, simply having connections in the community has proven to be the best marketing tool.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

   Presently, most students attend face-to-face. However, there are the exceptions of a few that have barriers that far exceed the ability to attend in person, therefore, they are set up as hybrid with one or two that are strictly online. An example of a hybrid student is that they live in the Cloudcroft community and have no transportation. They are tested, attend Onboarding and began their online courses. The students that are hybrid have a schedule of online instruction with a commitment to come in person at least once a week.

   NEPD students fall into the parameters that are set by the process.

   Digital literacy will continue to be offered to all students including the online and hybrid. Lessons will require students to become familiar with Zoom, google classroom, email, and online platforms for Essential Education and Burlington English. Classes are also recorded for those that need to miss a class for whatever reason. Also, chromebooks are available for checkout for those not having technology in the home.

   Students have access to all digital tools that will develop their skills. Monitoring the latest teaching trends and equipment being used is beneficial in determining the needs for the PACE program. The goal is to help students experience learning in a way that promotes skills in the workforce and/or secondary education.

4. List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

   PACE has a formal partnership with the Eastern Area Workforce Development Board and there is an MOU in place that is maintained and updates as deemed necessary with input from all relevant partners.

   PACE has a 6-member Literacy Board comprised of community partners and one faculty member from the NMSU-A campus. They meet quarterly to support and help plan events for the program. In addition, they share resources from the organizations they represent.

   PACE works closely with DVR, Department of Health, WIOA Adult and Youth. PACE works in partnership with DVR to host student volunteers that work anywhere from 3-6 months to develop soft skills for the workforce.

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Two staff members from PACE are part of the 100% Community Otero, this committee addresses ten service components. The PACE staff partake in the job training sector and meet on a monthly basis. As part of the process, they are also involved with ongoing events. The committee works to collaboratively identify and share resources to individuals seeking employment. In addition, they provide training services and information about job opportunities.

5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2023-2024:

    a. What were your PL priorities in 2023-2024 and how did you address them?

    High Quality Instruction

    Data Informed Decisions

    Effective Program Reporting

    Build Knowledge Skills

    Motivate & Engage Learners

    The priorities were addressed through team collaboration, data points, and professional development. High Quality Instruction, in a continuous process of improvement. In the fall of 2023, instructors used a curriculum that was in-house developed with the addition of resources to address specific content skills. However, in looking at the data from 2021-2022 through 2022-2023, MSG's lingered in the range of 48.3 to 46.77. Through careful data monitoring and adjusting instruction, we overall felt that the program had topped out with the resources being used. Therefore, after careful deliberation, it was decided that a move to a structured curriculum with enhanced rigor was needed. Essential Education was purchased in December 2023. Although the curriculum was unpacked with training and reviewing the program, we integrated in the second spring session. It was a learning curve, and instructors met the challenge with patience and overall, a new experience for staff and students.

    b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?

    Effective Program Reporting is a requirement that motivates accountability and opportunities for growth. In addition, the support from the State office has been extremely beneficial in helping us all to understand expectations and changes.

    Using date to inform decisions is the driving process for everything in the program. Through monitoring data, instruction and building knowledge skills were improved through the purchase of Essential Education.

In attending the data meetings and desk audits with the State Data Administrator, review and discussing program performance has been a fundamental shift for a positive trajectory of improvement. Through these discussions, an understanding of EFLs has been an area of improvement. In September 2023, EFLs were 42.86%, December 2023, 63.64% and May 2024, 64.18%. Understanding the levels and how students should perform at each level has been a learning curve for instructors. A site visit to another AE program was helpful for several reasons. The program is strong in their EFLs, and they shared the process of front loading content to address skills that will be taught throughout the class. They also have great success with ESL classes, and we were able to observe instruction and learn about resources and the use of group learning to enhance differentiation.

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

The interaction with the team to define a process that worked for our program was a good exercise to help us understand the PLP language. We had coffee circles to discuss the forms, the differences in the domains as per positions, and the objective of the plans.

The PACE team has a long record of continuous learning, and this was an addition to the process. The PLP set goals for the program that translated to our actual professional learning and then implementation.

Above that, the PLPs were coordinated with the university staff evaluations. Once the goals were set, data provides progress monitoring to meet the priorities. PLPs stay on the agenda of discussions to ensure they are visited through the year and changes are made if needed. At the end of year two, staff already had their plans ready for the 2024-2025 year. We discussed changes, growth, areas that needed to be focused and from these plans moved forward with setting new goals for this year. The second year was easier and is part of continuous improvement.

d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

In the beginning the required number of hours for professional learning was a bit overwhelming for the PACE staff. However, after careful planning for the year it was evident that the hours could be accomplished. Further, the discussion included quality over quantity. Presently, the experience levels of instructors in the program are master to novice level so the learning needs are drastic from person to person. Focusing on program priorities and connecting professional learning has been a definite gain. The policy was integrated into our system and not viewed as another thing to do. In order to get the quality discussed it's seen as a measure of our growth. I would like to see support for AE instructors and directors that's equivalent to experience in the field.

Section II. Core Indicators of Performance 2023-2024

Please enter the following information regarding enrollment, assessment rates and core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Number of NRS participants in PY 2023-2024 (Table 4, last row of column B)   ___114___

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD)   ___18___

Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column B)   ___70.18%___

Performance Measure	PY 2023-2024 Negotiated Level of Performance	PY 2023-2024 State Goals	Program Performance 2022-2023	Program Performance 2023-2024
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	46.77%	55.08%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	0%	N/A

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	50.0%	45.30%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	56.0%	54.88%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	$5,050.45	$4,929.01

Section III. Evaluation of Program Effectiveness

Directions: *Answer each of the following questions. Ground your answers in your data. Answers should be single-spaced.*

1. Discuss your retention rate and its changes compared to PY 2022-2023 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

    The 2022 – 2023 retention rate was 89.86% compared to 86.36% in 2023 – 2024. Once the data was reviewed, each student was reviewed to identify specific issues they presented. One of the trends identified this past year, 2023-2024, was there were 37 students in the age range 16 – 18 years of age enrolled in the program, and 39 students in 2022 – 2023. However, they dropped prior to being NRS certified to the following numbers, 28 students for 2022-2023 and 23 students for 2023-2024. This age group have barriers that oftentimes challenge the PACE staff as we are not equipped with full-time hall monitors, counselors, and security. Instructors were challenged with issues such as, tardiness, absenteeism, lack of engagement, failure to return from breaks, disrespectful behavior, substance use, and non-completion of assignments. Upon careful review of student success and enrollment, planning and discussions were held to develop a process to best serve this age group, which will go into effect for the 2024-2025 year. The enrollment requirements have changed for this age group to include letter of recommendations from a professional source, prior grades and attendance records from past schools attended, and an interview to determine how the PACE program is best able to serve individual needs. These students upon interview of all paperwork and TABE test scores determine if they are placed on an at-risk status. Again, requiring close monitoring from the Career Navigator and instructors.

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below 50%, required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

    The post-test rate for the end of 2023-2024 was 70.18%. Students are closely monitored and once there is a concern about a student leaving the program and they have acquired the required 40 hours, they are post-tested. Also, a test schedule is set for the end of each session that is set specifically to test every student. The recommendation from the State Data Director has been implemented and students are post-tested in all areas.

3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.

    Measurable Skill Gain Negotiated level of performance – 33.5%   PACE Performance – 55.08%
    The PACE program exceeded the negotiated level, however, there is always room for growth.
    The goal, High Quality Instruction will be addressed with the purchase of the Essential Education curriculum. In addition, the integration of the Career Navigator will provide

additional support to instructors by providing consistent monitoring of lesson completion, attendance, and monitoring of career pathways will address student barriers and enhance MSGs and retention.

Also, the addressing of Educational Functioning Levels is an on-going process. There is a dedicated process of in-house discussion on EFLs and how to best address through instruction. Finally, an in-depth review of reading TABE scores will help to best place students in classes.

Credential Attainment Rate Negotiated level of performance – 32%   PACE Performance – N/A
For year 2022-2023, PACE performance was 0% and the reason was data was not provided from the Allied Health Director. However, after continued discussion, the AH Director has started providing data. This past year there is documented credential attainment for 15 students. Due to the request from HED to indicate N/A if the amount was 0% last year, that was the response entered. There is continued discussion with AH and the IBEST instructor to ensure that data numbers are recorded and provided to the PACE program for future reporting.

Employment Second Quarter After Exit Negotiated level of performance – 42%   PACE Performance – 45.30%.
PACE exceeded the negotiated level of performance, and this is credited to the acquirement of social security numbers from students. There are dedicated efforts to ensure that social security numbers are provided upon official paperwork completion.

Employment Fourth Quarter After Exit Negotiated level of performance – 42%   PACE Performance – 54.88%
The same process supports PACE in exceeding the negotiated level of performance, the acquirement of social security numbers.

Median Earnings Second Quarter After Exit Negotiated level of performance - $4,500 PACE Performance - $4,929.01 The change in second quarter earnings is credited to New Mexico's minimum wage increase.

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

    The area of Credential Attainment Rate will be increased with a judicious effort of working with Allied Health to capture all students that attain a credential. Communication has started with an explanation to the Director of AH about the State requirements for PACE.

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

    The 2023-2024 data shows significant improvements in MSG attainment and also in the way of identifying ways to enhance progress. EFLs are an area that instructors will work closely with to enhance content knowledge.

Identifying a team member as the Career Navigator and the use of a structured curriculum will have a significant impact on progress. In addition, the team is working closely to use data in all decisions made for improvement. Retention is another area that instructors will focus to retain students. Data was reviewed and discussion points were addressed to best determine what steps and strategies will be taken to retain students. This is another area where the Career Navigator will work closely with instructors to pinpoint students struggling and providing the correct intervention.

*DISCUSS EMPLOYMENT BARRIERS, ALSO DISCUSS HOW DATA IS CAPTURED.

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific*. Describe strategies you intend to use in the coming year to promote continuous improvement.

    Data has always been used as a program monitoring process. Through the process of implementing and following through of curriculum, Onboarding practices, MSG and retention outcomes, review of the data provides indicators if an area needs to be changed, omitted, or redesigned.

    Data driven decisions will continue to be used for program performance. There are several things that will be integrated to improve program performance. A streamlined process of enrollment for individuals ages 16-18 years old. Identify individuals that are high-risk as per their interview. Career Navigator will work with instructors to closely monitor all students with careful attention to identified at-risk students. Provide tutoring and online lesson completion support. Professional development for instructors in EFLs, differentiation, Essential Education and Burlington English. Use assessment, formal and informal as tools to adjust curriculum. The PACE program has developed a set lab schedule during the week to allow for students to complete lessons and receive added support during lab time.

    At the onset of the Essential Education curriculum integration in March 2023, it was found that students were not completing online assignments. In addition, there are videos that correlate with the online instruction and students were missing key skills by not completing their lessons. This year a lab schedule was set for students to complete lessons in the PACE computer lab. There will be a lab person available to assist with technical issues, academic questions, and close monitoring of lesson completion. Unfortunately, the barriers of taking care of family members, working, and basic life challenges impacts student capabilities of completing lessons. In addition, many only have cell phone technology and that's not effective for online learning.

    The employment barriers that PACE students face include transportation, childcare, employers not calling students back after applying for jobs, younger students having a lack of work experience and education, and students being justice involved. Another barrier for older students who enroll with the program may face chronic health conditions and are usually employed in minimum wage jobs that are less likely to allow the student to take

medical leave for treatment. Employment needs in Otero County include healthcare positions, retail positions, government contract position for Holloman Air Force Base, and fast food. There are also a high number of childcare positions available in Alamogordo, which creates a waitlist for students who need childcare for classes and/or employment. If students have transportation barriers to class, a bus pass can be utilized for both class and employment.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, *Excluding* Administrative Costs, for Program Year 2023-2024	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs
Outreach, intake, and orientation information	Career Service	123	1,085.52	9
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	123	7,689.96	63
Referrals to and coordination of activities with other programs and services.	Career Service	27	477.89	18
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service	77	1,832.16	24
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	42	646.50	15
Total:		392	11,732.03	129
Integrated Education and Training (IET) programs	Training Service	21	453.96	22

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

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

   PACE Director and a staff member attend all Local Workforce Partner meetings, which are held quarterly. The meetings are held at various locations in Alamogordo. PACE is on the rotation schedule and host accordingly. There are usually spotlights of various programs and representatives that are highlighted with what services they provide. Example, the last meeting was held at the Chamber of Commerce, and they invited organizations from the community seeking employees, two of the local childcare providers were present and discussed their job openings with benefits they offer. This allows for sharing of job opportunities in the community.

   PACE Director and a staff member attend the quarterly One Stop Delivery Committee Meeting. Example of items discussed at last meeting were, upcoming trainings, past conference and training updates are provided, broadband policy discussion, potential new board members, and quarterly news.

   PACE Director attends all EAWDB quarterly meetings. Example of items discussed include, WF updates, board staff roles and responsibilities, One-stop operator updates, policy review and updated or developed.

   All partners from the Local Workforce also send regular notifications from Otero County and across the State. These notifications provide recognition of students, Title I staff, youth opportunities, and partner training opportunities.

   The Youth Career Coach (UFO-Unearthing Future Opportunities) share information with students such as, Workshop Wednesdays, conferences, and job opportunities.

   The Adult Career Consultant also shares information about job fairs, job opportunities, and training options for individuals. Also, there is representation from the Local Workforce at every Onboarding session with regular visits to the program to work with students.

   Finally, they have been attending all IET planning meetings and have worked collaboratively to update the Eligible Training Provider List, which placed phlebotomy back on the list as an in-demand career offering. The PACE building has also been available for the Local Workforce team when they needed additional computers for clients to register for benefits and for meetings for various activities. Overall, a productive relationship with our Work Force partners from local to the board.

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: https://www.dws.state.nm.us/en-us/Workforce-Boards. How did your program align adult education and literacy activities in 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

   The biggest way we incorporate our Local Area is through referrals, employment opportunities, coordinating and integrating service delivery for Otero County, facilitate cross-partner training, outreach and promotion. Title I Adult provides workforce preparation while PACE provides a career pathway driven curriculum to culminate in preparing individuals to move forward with a career, employment, or secondary education.

The AE curriculum is aligned with CCRS to provide reading, writing, speaking, English and math to improve literacy levels. Parent and family education is provided to students with children and there are two scheduled literacy events per year to provide activities for parents and their children. The goal is to support student parents as advocates for their children in education. For the ELA students are provided the same activities. Onboarding has a theme, which is usually workforce to allow for presenters to discuss learning or training options for students.

A positive of the relationship is the sharing of information, referral process to deter duplication of services, and overall involvement with PACE students. The Local Workforce is readily available to attend all functions at PACE and support in any way needed.

Challenges are not there as were fortunate to work with a dedicated Local Work Force team to support the local plan.

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Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2023-2024 program year.

1. To what degree is career planning and advising structurally built into your Adult Education program for the students who want and need it? Please be specific.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide a number of IET students that your program

   served in PY 2023-2024 (Table 11, first row of column B)

   > 15

3. What percentage of your NRS students participated in IET programs   13.16%

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

4. Enter MSG rate of your IET participants   86.67%

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

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

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process. Make sure to include the timeline of when the initial assessments are administered.

   Students can register for classes online or in person at the program. Once registration is completed, interviews are scheduled. Upon completion of an interview, testing is scheduled. This is all completed in a two-week timeframe. However, registration is open and anyone in the system at the start of a session will be contacted for next steps.

   Onboarding is a two-day process. The first day starts with an ice breaker and introductions, followed by information sessions from Department of Health, Mentors from the NMSU-A campus, local workforce adult and youth providers, Accessibility Director from the NMSU-A campus. Overview of policies and procedures, completion of paperwork and presentations on Essential Education. Second day, students have an all-day bootcamp, which includes, group and individual activities in the following areas: creativity, work ethic, interpersonal skills, time management, leadership, attention to detail, 7 Elements of digital literacy, technology, Civic, communicative, collaborative, computational thinking, investigative, and productivity. Students are given a class schedule after completion of the 2-day Onboarding.

   Classes start on day 3 with 8 consecutive weeks of instruction.

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

Several time schedules have been tried through the past years and it has been found that two-hour blocks seem to be the ideal amount of time that students are most productive with adequate delivery of instruction. There are 3 levels of math, and 2 levels of English, and 1 ESL for a total of 6 classes per day. Classes are each 2 hours long except for ESL, which is a 1.5 hour offering daily. Classes are 3 days a week and this fall a scheduled lab time will be added to allow students time and support to complete the online lesson component from Essential Education. There is a consistent growth in MSG's within the past two years to support that the time components of the classes are adequate to meet the academic requirements for program improvement.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

The 2023-2024 year was a time of reflection and discussion on how a Career Navigator could be integrated into the program. After reading the research and the program needs as per our PLP, we felt the biggest benefit would we working directly with the AE population to develop career pathways and provide ongoing support from start to completion. In addition, providing non-invasive counseling and developing job skills to best prepare students. Further, the professional development for the individual is key to ensuring they are building their knowledge that is most beneficial to the position.

https://www.mathematica.org/publications/career-navigators-in-adult-education

Every class in the PACE program is equipped with computers, printers, in-class cameras, speakers, microphones, televisions that are available for zoom sessions. Also, we have a full suite of chromebooks and study buddy's for student check-out.

Digital literacy will be introduced in Day 2 of Onboarding. This session will use the components of digital literacy for adults according to Jamie Harris at EdTech Center at World Education (2020). Focusing on these seven elements, the Maryland Department of Labor (2021) curriculum for digital literacy will be utilized. Participants will also receive information on how to create a username and a secure password (Cybersecurity and Infrastructure Security Agency, n.d.).

After the initial introduction during Onboarding, the seven components will be further addressed in the Multilingual course, and English 101 and 102. The intent is that students will be able to apply skills learned in classes to other settings or other devices. As such, students will be asked to use different devices in class and lab time including cell phones, Chromebooks, touchpads/tablets, desktops, and immersive virtual reality headsets and iPads.

All students will be enrolled in at least one computer lab to complete online work. Digital equity is a real concern in our rural community, and some students do not have devices or internet at home or where they stay. Other students lack the motivation to complete the online assignments. Thus, it is prudent to give all students the same opportunity for computer lab time. In addition, when online assignments are meant to be completed during

class time, students who do not have a smartphone or prefer not to use their phone will be issued a Chromebook for use. Lack of access to technology does not eliminate the need to use technology. Students will have the chance to practice their use of technology in Onboarding, class time, and lab time.

4. **Describe precisely how your program aligns instruction to the College and Career Readiness Standards (CCRS) and/or the English Language Proficiency Standards (ELPS).** Please include information on required curriculum and resources available to support instruction and the implementation of CCRS/ELPS. If you do not align your curriculum and instruction to these standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.

   Essential Education and Burlington English are CCRS aligned, which is being used in all classes. The goal is for staff to receive ongoing professional development from both companies to allow instructors to get the most advantage of the curriculum for class implementation.

5. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.

   As an educational leader, change theory has a continuous impact in the daily work of the PACE program. Due to the many changes that affect education such as, technology, the many facets of global issues, community changes, and student variables, the staff must be progressive in thinking.

   The ability to change and meet the demands of our students requires a team to be responsive to the challenges that enter the door. This takes a collaborative effort, which is supported through various elements of professional development and practice in everyday tasks.

   Book readings are one way of maintaining a continuous discussion of empowering individuals to remember the expectations and direction the program is moving.

   Book reading for fall 2023: Yes I Can, A Metal Health Guide for Adult Literacy Facilitators, written by Jennifer E. Hewitt

   Book reading for spring 2024: The 5 Languages of Appreciation in the Workplace by Gary Chapman & Paul White

   Also, the domains of the administrator Professional Learning Plan provide the goal structure for the program. Domain 1, provides leadership to manage program instruction and personnel effectively, items 1.1.2, 1.2.1, 1.2.2 are examples that enhance the ability to change and stay current with trends in the field of education. Domain 1.4, performance indicators 1.4.1 and 1.4.2 are indicative of collaboration and facilitation of learning practices.

   In addition, Director and staff goals are combined to develop program goals.

   Finally, in addition to outside professional development opportunities, PACE workdays are placed on the calendar, 3 day a year. This is a time for the team to collaborate, idea share,

and develop professionally. Topics of discussion include, policy, program restructure, curriculum, IETs, budget, review of current data, and professional learning plans.

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

For this section, if the program received IELCE funding for 2023-2024, please describe IELCE activities and services provided by the program this fiscal year.
N/A
(If your program does not receive IELCE funding, just indicate N/A).

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

   0

2. Enter MSG rate of IELCE participants (Table 9, first row of column G) _____

3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)

   - Achieved Citizenship Skills _____
   - Voted or Registered to Vote _____
   - Increased Involvement in Community Activity _____

4. Input the number of IELCE students that participated in IET programs _____

   (Drill down to IELCE students from Table 9, first row of column B. Then **add** Table 11 and find number in first row of column B)

5. Enter % of IELCE students that participate in IET programs using data _____

   from 1 and 4.

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

7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

For this section, if your program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by this fiscal year.
N/A
(If your program did not provide these types of services in 2023-2024, just indicate N/A).

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

2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G) _____

3. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.

4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

IX. Fiscal Survey
PLEASE REVIEW AND FILL OUT THIS SECTION IN ITS ENTIRETY. ALL DONATED COSTS MUST BE TAKEN INTO CONSIDERATION

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter $0 here.

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is $0, please indicate that as well.

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

Total hours contributed	Fair Market Value per Hour	Total
		0

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

Total hours contributed	Fair Market Value per Hour	Total
60	$26.95	1,617.00

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

122.50

7. Please indicate total fair market value of donated equipment.

0

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

0

Please estimate the Total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) you can provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

Square footage of donated space	Fair Market Value per Square foot	Total
4,585	$4.29	$19,669.65

Alternate option:

0

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Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1.   Please list other sources of support and their contributions for FY 2023-2024.

Source	Amount
N/A	

B. Program Income Activities

2.   Please indicate the amount of PROGRAM INCOME generated from your program for the 2023-2024 fiscal year.

481.58

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Books for literacy events (2 per year)	434.34

Appendix: Career and Training Services

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

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

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

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

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

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

References

https://aefla.ed.gov/announcements/newly-released-brief-career-navigators-adult-education

Cybersecurity and Infrastructure Security Agency. (n.d.). *Weak passwords.*

https://www.cisa.gov/sites/default/files/2023-08/Secure-Our-World-Passwords-Tip-Sheet.pdf

Harris, J. (2020*). Seven elements of digital literacy for adult learners*. EdTech Center at World Education. https://edtech.worlded.org/seven-elements-of-digital-literacy-for-adult-learners/

Maryland Department of Labor. (2021). *Digital literacy framework for adult learners.* https://labor.maryland.gov/adultliteracy/digitalliteracyframework.pdf