

# New Mexico Adult Education Local Program Annual Report 2022-2023

## Annual Program Report Cover Page

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County:	Santa Fe	
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Main Phone:	505-428-1356	
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Social Media:		
Workforce Region(s) Served:	Northern Region	
New Mexico Counties Served:	Santa Fe, Rio Arriba, San Miguel	
Submission Date:	September 1, 2023	
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*Becky Rowley*

Signature of the Chief Executive Officer or Designee

09/01/2023

DATE

Rebecca K. Rowley, President

Typed Name and Title:

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## Section I. Program Narrative Report

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

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

**Academic Career Education (ACE):** The ACE program provides a series of classes for Adult Education and Adult Secondary Education through its Academic and Career Education (ACE) Program. Instruction is offered below the postsecondary level in Reading, Writing, Mathematics, Science and Social Studies, to help students complete their secondary level of education. Classes focus on college and career readiness to prepare for acquiring an HSE credential through testing with either the GED or the HiSET exams. Class syllabi are based on the state-adopted College and Career Readiness Standards (CCRS) and include learning objectives for computer literacy and career preparation. Instruction is offered in English and in Spanish, and is offered in a Hy flex model, allowing students to access all classes in person or online.

**English Language Acquisition:** The ESL Program serves Limited English Proficient individuals who have barriers to employment, work training, job promotion, future education, and civic participation because of low or no English language skills. A six-level program of in-person and online classes are offered morning and evening at SFCC and at one off-site location in partnership with Santa Fe Public Schools' Parent Academy Program. Reading, writing, speaking, and listening domain skills as well as pronunciation, grammar/mechanics, and vocabulary building are components of each class in productive, interpretive, interactive, and micro-linguistic modalities. Contextualized Instruction is utilized to practice employability skills, academic skills, digital literacy skills, and language skills. Instruction is supported by a) ELPS, b) WIOA correlated and ELPS-integrated textbooks, and c) continual surveying of students to ensure ESL classes meet their needs. Students are referred to ACE, IBEST IET, and LVSF.

**Integrated English Literacy and Civics Education (IELCE):** Following guidance in 34 CFR Part 463 Subpart G, the ESL program provides education services to adult English language learners to enable students to achieve competency in English and acquire skills needed to function effectively as parents, workers, and engaged residents of Santa Fe and the surrounding region. This is accomplished through contextualized instruction in an ELP standards-based curriculum. In addition, instructor-facilitated learning opportunities are organized in and outside the classroom in the local community to support English language practice in authentic settings with academic, career, and civic focused activities. In accordance with 34 CFR part 463.70-463.75, the ESL Program "provides the option for interested eligible individuals to access integrated education and training services" through referrals made to the I-BEST IET program.

**Integrated Education and Training (IET):** SFCC AE offers IET activities at tiered levels. Eligible AE students are able to participate in an Integrated Education and Training (I-BEST) educational and career pathway model, earning stackable industry-recognized college credentials. I-BEST certificate programs offered at SFCC AE are in education, automotive, and healthcare career pathways, all of which align with the top occupational cluster priorities identified by the Northern Area Local Workforce Development Board (NALWDB). Career/technical learning objectives and classroom instruction are fully integrated with contextualized basic education and career preparation through a team-teaching model. In developing and implementing IET programs, AE partners with SFCC administrators and instructors in the career/technical training programs, HELP New Mexico Inc., and New Mexico Workforce Connections to refer and co-enroll students in adult education, SFCC credit-bearing certificate programs and the NM workforce system. In addition to I-BEST, SFCC

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AE has expanded IET instruction more broadly to integrate workforce preparation skills focused on career pathways, across all services.

**Literacy Volunteers of Santa Fe (LVSF):** LVSF, a 501(c)(3) non-profit organization, has been serving Santa Fe County since 1985. LVSF offers free tutoring to adults with skills below the 7th grade level in reading, writing, numeracy, and speaking skills to strengthen our community, families, and the workforce. LVSF offers Proliteracy-based tutor training multiple times a year to train volunteers to specifically work with adults. Tutoring programs include Basic Literacy (BL), ESL, Workplace, and Citizenship. BL tutors work with native English speakers and advanced ESL students to build skills needed to reach individual academic and employment goals, including preparation for HSE and IET classes. ESL tutors work with students to build literacy skills needed to succeed in the community, including workplace, educational, community, and personal and family goals. For instance, students and tutors might work on specific, student-identified goals such as getting a better job, improving computer skills, getting a driver's license, preparing to enter a program, and attaining US citizenship. LVSF also offers students and tutors access to digital literacy, health, and financial tutoring and/or workshops to promote success with life skills. LVSF is affiliated and has a Memorandum of Understanding with SFCC's Adult Education Department, and referrals are made to and from the ESL and ACE programs.

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.

**ACE Program:** The ACE program faced significant staffing challenges in FY 22-23 which impacted program services and performance outcome goals for the year. The ACE program coordinator who oversees the testing process and serves as an instructor, was out on maternity leave for 5 months. Additionally, the ACE full time Math instructor has a family member whose health has significantly deteriorated in the past year, which has forced her to work the majority of her time remotely from home so that she can care for him. Also, the IET Coordinator and instructor has been working 100% of her time remotely from home due to a serious illness where she is in chronic pain and is immobile. In addition, the evening program specialist/full time instructor for the HSE program retired in June 2023. His position has been posted for 6 months; however, we have been unable to fill the position. Multiple offers have been made to applicants for this position. Three separate applicants who have been offered the job have stated that the salary is too low and the cost of living in Santa Fe is too high, leading to an unsustainable situation. Finally, the Data Analyst position was vacant for the entire fiscal year. This position provides significant support to all programs in the department. This series of staffing challenges have contributed to a significant drop in the FY 22-23 performance outcomes. For example, in FY 21-22 where staffing was stable, the MSG attainment for ACE was 42%, however, in FY 22-23, the MSG attainment rate dropped to 34% for the program.

In looking ahead at FY 23-24, some of the staffing challenges mentioned above have been resolved; however, we expect some of the challenges to continue. The data analyst position has been filled and is currently being trained. The full-time math instructor has arranged for home care in the mornings and will be able to work in person every morning. She will be teaching math classes remotely from home in the evening. We hope to hire two new full-time IET Instructors to assist our current IET Coordinator who is ill and working from home. We will continue the search to fill these positions. Finally, if we are unable to fill the evening instructor position, we may need to restructure the position to list a higher salary in hopes of finding someone to fill this important role in the ACE program.

**ESL Program:** A newly-hired Data Analyst will greatly assist in the maintenance of ESL data in LACES; it has been very difficult to maintain data the last year and a half without a data person on staff. At the time of this writing, the current ESL Program Coordinator has submitted her resignation and will be gone before this report is submitted. Preparations are underway to find, interview, and hire a replacement. When TANF AE funds become available, one part-time ESL instructor will be transitioned to full-time.

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**LVSF Program:** Staffing administration positions have been a challenge, including student workers, AE's Data Analyst, halftime Senior Administrator, and LVSF's Administrative Assistant positions. This created extra administration and data duties for the coordinators, particularly in the change to a separate Literacy database. The Data Analyst and LVSF administrative assistant positions have now been filled, but the half-time Senior Administrative position remains open. It has also been very challenging to find and retain strong LVSF Board members this past year.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2023-2024 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

**ACE Program:** In the fall of 2022, SFCC began to encourage departments to return to in-person classes on campus as much as possible. As a result, we purchased the technology to offer all ACE classes in a HyFlex model, allowing students to choose to attend classes either in person or online. Most aspects of the ACE program were offered in a HyFlex learning environment including new student orientation, TABE testing, advising, enrollment, and instruction. Instructors developed the skill of teaching to an online and in person audience at the same time.

ACE staff have become very effective at engaging students in an online or HyFlex model. They use a range of online resources to deliver instruction both in person and remotely, including Zoom, Canvas, Newsela, Microsoft Teams, Google tools, Mentimeter, TABE remote proctoring, and Essential Education. In addition to attending online classes, students worked independently on Essential Education to make progress toward their goals. In addition, we were able to check out Surface Tablets to students to assist with their online learning. Due to the staffing challenges described in question 2, two of the instructors who teach in the morning had to teach from home and as a result, these classes were not available in person. Despite these challenges, however, students continued to attend remotely, and student retention remained steady throughout the year.

**ESL Program:** Surveys and students voting with their choice of registrations have demonstrated that in-person classes are by far the most preferred type of programming in ESL. For the 2023-2024 academic year, the majority of classes will be given in-person. Three online classes will be offered each semester. Digital Literacy skills are incorporated into each class via use of various types of technology. Laptops, desktop stations, and smart boards [off-site classes] are available for use in classes.

**LVSF Program:** The LVSF Program has 20 laptops available for checkout for students who need access to one and want to study remotely with a tutor. The laptops are also available for students who want to enhance their participation in the program by also studying with free ESL and BL online programs. LVSF is and plans to continue offering tutoring both in person and online, although we do emphasize in-person tutoring when possible, as we believe most of our students benefit from hands-on, face-to-face tutoring. In FY 2023-2024, we are planning to participate in the Barbara Bush Foundation's (BBF) and AT&T's pilot program in digital literacy utilizing AT&T's free online resources and the BBF's digital literacy guide, in the hopes of offering digital literacy classes in the Fall and Spring.

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.

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**ACE Program:** Informal partnerships: The ACE program continues to work with LVSF coordinating the instruction of low-level students. The goal is to work with students and their tutors to align instruction to ACE program curriculum so that students get the most from their classes and from their tutoring. ACE is also supporting Integrated Education and Training (IET) in recruitment, advising, and with classroom technology. The connection between ACE and the IET career pathway programs is critical, since many IET students are working on their HSE as well as a college certificate.

Formal partnerships: ACE staff and faculty work closely with staff and faculty from the Health and Sciences department, as well as with the Department of Trades and Technology to design and deliver IET career training programs offered to students who are preparing for their HSE. Staff and faculty meet on a regular basis to plan, coordinate, and integrate curriculum and lesson plans. ACE partnered with all AE programs in the Northern Workforce Region and with the Northern Area Workforce Development Board to develop an MOA that defines partnership roles to support AE students to enter into workforce training programs, and Integrated Education Training (IET) programs.

A new formal partnership was established in FY 22-23 with the North Central Economic Development District's (NCEDD) Workforce Integration Network (WIN) project. SFCC is a formal partner in this project and the foundation was set toward the end of the fiscal year to implement new IET programs in the Healthcare and Trades industry sectors during FY 23-24 and FY 24-25.

**ESL Program:** A formal Professional Services Agreement exists and is renewed each year with Santa Fe Public Schools Parent Academy to deliver ESL classes at an SFPS school site for parents of school-age children to attend. Cross-referrals are made with LVSF and ACE Programs. Informal agreements and activities are planned with Del Norte Credit Union, SF Chamber of Commerce and SF Hispanic Chamber of Commerce, Somos Un Pueblo Unido, Santa Fe Dreamers, and other community organizations.

**LVSF Program:** In addition to our MOU with SFCC and close partnerships with the ESL, IET, and ACE programs, LVSF has signed MOUs with SFPS and all businesses that are Workplace tutoring sites (currently 16). We also partner informally with the Santa Fe Public Library system, The Retired Senior Volunteer Program (RSVP), Somos Un Pueblo Unido, Santa Fe Dreamers, the United States Citizenship and Immigration Service (USCIS), and the ReadWest Literacy program. In addition, LVSF refers back and forth to many social agencies in the community, including DVR, Life Link, YouthWorks, and many more.

## Section II. Core Indicators of Performance 2022-2023

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

Number of NRS participants in PY 2022-2023 (Table 4, last row of column B) **695**

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) **374**

Post-testing rate (Table 4B, last row of column B to number of NRS participants)  $353 / 695 = \mathbf{50.8\%}$

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	<b>31.54%</b>
Credential Attainment Rate (Table 5, last row of column G)	25.7%	<b>90.91%</b>
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	<b>24.41%</b>
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	<b>20.65%</b>
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$3,700	<b>\$6,367.54</b>

### Section III. Evaluation of Program Effectiveness

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

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

**ACE Program:** In FY 2022-2023, 366 participants enrolled in the ACE program. Of those students, 297 or 81% of them accrued the 12 hours needed to become NRS fundable. The ACE program has maintained an 81% retention rate for the past 4 program years which is an indication that the program has been consistent and effective at engaging and retaining students who enter the program.

**ESL Program:** In FY 2022-2023, our LACES data indicates that the ESL Program enrolled 540 total students. Of those, 414 accrued 12 or more hours of instruction. This is a 76.6% retention for this benchmark. However, our ESL Program does lose more students during the semester. When students inform us of their reasons for having to stop-out, the majority reason given is work-related. Student work schedules constantly change and in spite of our efforts to accommodate them, sometimes those students cannot adjust to a work change without leaving class.

**LVSF Program:** According to LACES, 242 students had an hour or more in the last FY. Of these, 76% had 12 or more hours, 50% had 24 or more, and 25% had 40 or more. The trend is that there are less students with more hours. Part of this may be because goals and/or the requested six-month commitment have been met, but it is also our experience that our students have very busy, transitional lives, and they may elect to discontinue working with a tutor because of family, work, transportation, health, or other personal reasons. Students and tutors may also elect to meet less often for these reasons, and we continue to encourage students and tutors to meet for longer if they only meet once a week instead of twice, for tutors to find substitutes or utilize online learning if they will be out of town. We will continue to work to increase communication between staff, tutors, and students.

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.

**ACE Program:** There were 121 or 41% who post tested, and 63% of those students attained a level gain on the TABE. The ACE program provides multiple post-tests sessions each week for eligible students. As students hit the 40-hour mark, the testing coordinator and instructors reach out to students to let them know they are required to post-test within two weeks. This system has worked well in previous years however in FY 22-23, the ACE testing coordinator was on maternity leave for 4-6 months and the data analyst position remained vacant for the entire year. These two positions are essential for ensuring a smooth testing process for the ACE program. As a result, the ACE program fell short of the 50% post-test target rate.

**ESL Program:** In FY 2022-2023, and according to our LACES records, the ESL Program post-tested 243 students of the 414 NRS eligible students. This is a 58.7% post-test rate. Instructors make active efforts to reach out and accommodate any students with flagging attendance rates. If a student indicates they have to drop out, they are tested before they leave the program.

**LVSF Program:** Right now, coordinators contact students who are eligible to retest towards the end of the fiscal year, but often, it is difficult to get students back to the office if they are working with a tutor elsewhere. While we enlist the tutors' help if we cannot schedule a post-test, we need to increase our efforts,

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not just to post-test, but also to bring students back in to discuss goals and outcomes. We would like to increase our post-test/ reassessment rates by bringing students back in more throughout the year. That said, last FY, of the 42 students who post-tested, 71% increased their scores and 55% achieved a level gain.

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

**ACE Program:** Although the percentage of students who post-tested decreased from the previous year, the number of students who tested and made a level gain increased by 13% from the previous year (from 49% in FY 21-22 to 62.8% in FY22-23). This is an indication that the effectiveness of the instruction delivered in the class has improved in the past year.

There was a total of 33 students or 11% of NRS fundable students who attained a credential. This was almost a 50% decrease in credential attainment from the previous year. Twenty-six of those students completed their HSE while 7 students completed a workforce credential through the I-BEST program (Automotive Maintenance, Certified Nursing Assistant, Early Childhood Certification). The total level-gain rate for ACE students was (34%), during the 2022-2023 fiscal year which decreased by 8% from the previous year (42.5%).

There is no doubt that the staffing challenges described in question 2 had a significant impact on ACE performance outcomes. Staff were stretched thin and resources and support for students were lacking at times. Additionally, I-BEST students struggled far more than we have seen in the past. Students expressed a wide range of reasons for dropping out which ranged from domestic violence to being evicted. This had a significant impact on the ACE credential attainment rate.

**ESL Program:** In FY 2022-2023, the average MSG rate across all ESL levels is 31.91% according to Table 4 column J. Interestingly, NRS Level 6 dragged the average percentage way down. Without that top level, the ESL MSG rate is 43.26% which would both beat the state negotiated rate by 9 percentage points and what our pre-pandemic MSG rates were. Credential attainment for ESL students usually does not occur during their time in ESL classes – ESL prepares students to go on to other programs where credential attainment can be made. Table 5 statistics were hampered by the lack of a data analyst for a year and no student employees to help with compiling data.

**LVSF Program:** N/A

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

**ACE Program:** The primary focus in FY 22-23 will be to hire, train, and stabilize the staffing situation in the ACE program as well as the support staff in the department. The staff who are currently working are knowledgeable and devoted professionals and the systems and resources used by the ACE program have proven to be effective when fully staffed. With that in mind, however, there is room for significant improvement. The ACE Manager recently met with the Adult Education program director from San Juan College, a program that has consistently demonstrated outstanding performance outcomes, to learn more about the strategies used by their program. The ACE team plans to take a field trip to Farmington to visit the San Juan team and learn more about how their program is structured for success.



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**ESL Program:** Retention is still a big problem. When students don't persist to post-testing time, our statistics suffer. For this upcoming year, we are boosting the message that we need committed students. We will also not pre-test until after students achieve 12 hours to become NRS fundable. Although we do not want to see students leave the program, we hope that any students who do have to leave will do so before 12 hours of contact. For any students with 12+ hours, we do check-ins to encourage people to keep attending. We make accommodations, foster community, and do our best to understand student circumstances to retain as many students as we can in the ESL Program.

**LVSF Program:** N/A

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

**ACE Program:** Enrollment and retention rates have remained steady in the ACE program for the past 4 years while the percentage of students post-testing has dropped below 50%. The HSE credential attainment rate ranges between 10% and 18% of NRS students. In reflecting on the performance data from the past 5 years, consistency of staff has a clear impact on program performance.

**ESL Program:** The pandemic taught us that ESL students need in-person classes. We do better when we can learn face-to-face. For our ESL students, this is both a cultural and logistics issue. However, attrition rates are still, unfortunately, high and this is probably the main issue for not having higher MSG and post-testing rates.

**LVSF Program:** We have seen our student numbers increase gradually since the lower enrollment during the height of the pandemic. We expect enrollment to continue to rise towards pre-pandemic levels. We continue to see increased interest in Workplace tutoring, math, and digital skills, and referrals for the lowest level of ESL students (pre-Level 1) have increased as well.

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

**ACE Program:** The weekly ACE meetings continue to serve as a Community of Practice. Throughout the year, instructors shared best practices, strategies, challenges, successes, and resources with one another, every week. Additionally, the ACE team reviewed performance outcomes data on a monthly basis to analyze and discuss successes, challenges, and strategies for improving. Also, all ACE staff attended on-site, state, regional, and national professional development opportunities when available. Classroom evaluations were conducted at the end of the semester and student feedback was provided to instructors on strengths and areas for improvement that needed to be made.

**ESL Program:** Data is used to track and understand how we are doing in an academic year. One simple example of this practice is in knowing when a student has made a level gain and does not have to test again. This allows for shifts in focus to those students still needing additional attention to make those gains. However, it should be stated, MSG rates are not the primary focus of our classes. Student need and the contextualizing of course content and practice are.

**LVSF Program:** Program coordinators have been trained to use LACES to support the quality and efficacy

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of services. Being able to look up student information allows us to evaluate aspects of our program. We use the data to measure student progress. In addition, Literacy Volunteers creates a snapshot report every year looking at student enrollment, post-testing, gains, and demographics. The LVSF Board and staff members use this data to see where we need to focus on improvement. For instance, last year our Workplace Coordinator increased the number of businesses (and students) enrolled in the program. This year, we know that while our student enrollment has increased, we want to track what happened with the significant number of students who came through the door but either were not matched or have not yet been matched.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	844	\$304,922	\$361.28
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	817	\$295,165.76	\$361.28
Referrals to and coordination of activities with other programs and services.	Career Service	115	\$41,547.20	\$361.28
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	675	\$243,936.25	\$361.28
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	Career Service	42	\$15,246.02	\$361.28

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benefits; EITC; assistance under TANF, and other supportive services and transportation)				
<b>Total:</b>			<b>*\$304,922</b>	<b>\$361.28</b>
Integrated Education and Training (IET) programs	Training Service	<b>11</b>	<b>\$0 SFCC Funded</b>	<b>\$0 SFCC Funded</b>

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

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

The ACE program has implemented all IET programs including the Automotive Maintenance and Light Repair, Certified Nursing Assistant, and Early Childhood Development certificate programs in partnership with the NALWDB and One Stop staff. All partners market these educational opportunities to the community and refer people to the program. In addition, WIOA Title 1 funds, administered by the NALWDB, provide training funds for eligible participants.

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

The ACE and ESL programs work in collaboration with LVSF to offer students literacy tutoring services as needed. This process of collaboration works well; however, there are never enough volunteer tutors to fulfill the need. It is a challenge when tutors are all volunteers.

### Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2022-2023 program year.

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

**ACE Program:** During orientation into the program, all ACE students complete an 'Academic/Career student learning plan.' As a part of this process, students complete an interest/inventory assessment and use the results to identify three possible careers they might be interested in. They are asked to research these careers, identify the average salary and education required. This information is included in the learning plan and then is discussed with their advisor in a one-on-one session. The completed learning plan is uploaded to LACES so that all future advising sessions can refer to the career interests of the students. Additionally, an advisor from SFCC admissions and a representative from HELP NM are present to the students during orientation about college and career options that are available to students. Throughout their time as an ACE student, all advising sessions include a career advising component. Upon completion, students are referred to the SFCC career coach and academic advising team to explore their next steps.

**ESL Program:** ESL Program staff attend professional development trainings on how best to include career planning and advising for students. Textbook series and course outlines used in all levels include

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components of workforce preparation, career exploration, skills inventories, and language skill building for students' existing jobs.

**LVSF Program:** All of our students set their individual goals with coordinators and volunteer tutors. When workplace goals are identified, students and tutors work together using individualized curricula to reach them. In addition, our Workplace tutoring program takes tutoring to students where they are at the actual workplace to increase their literacy skills and performance on the jobs.

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

[https://lincs.ed.gov/sites/default/files/IET\\_checklist508FINAL\\_0.pdf](https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf)

**ACE Program:** In FY 22-23 ACE offered the following IET programs:

1. Automotive Maintenance and Light Repair
2. Certified Nursing Assistant
3. Early Childhood Development Certificate

**ESL Program:** The ESL Program promotes and refers students to the IBEST IET Program.

**LVSF Program:** N/A

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

**ACE Program:** The ACE program is working with SFCC's trades and healthcare programs to develop new IET offerings in FY2023-2024 as a part of the Workforce Integration Network (WIN) project. Additionally, ACE will develop a Phlebotomy program and has plans to re-establish the Community Health Worker program.

**ESL Program:** The ESL Program promotes and refers students to the IBEST IET Program.

**LVSF Program:** LVSF collaborates with the ACE, ESL, and IET programs to offer free tutoring to students who are in need of extra support. We also work to connect existing or graduating students to SFCC's IET certificate programs.

## 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.

**ACE Program:** Orientations for the HSE preparation program take place every 8 weeks. All orientations are online and 5 days in length. Sessions are offered in the morning, evening, and in Spanish. Over the course of 5 days students complete the following modules and interactive presentations: program introduction, overview of structure, expectations, and guidelines, career interest inventory, goal setting,

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student learning plans, student success skills, student wellness, and an introduction to online course materials (essential education, Canvas, zoom). Students also complete the TABE test in math, reading, and language. They apply to SFCC, receive a student number, and set up an SFCC account. Finally, students meet with an advisor to review their test scores, enroll in LACES and BANNER, and complete their student learning plan. Advisors follow up with an e-mail that includes their TABE report, schedule, and additional enrollment information.

**ESL Program:** For ESL Program registrations, at least 8 – 12 orientation sessions are given at the beginning of Fall and Spring semesters. Although some online students are oriented online, the vast majority of ESL students attend in-person orientations. The orientation process includes obtaining intake information, placement testing to determine proficiency level and appropriate classes to take, and being advised on what course options are best for each student. Pre-tests are administered after 12 hours of contact.

**LVSF Program:** LVSF students typically complete orientation one on one with a coordinator. Students complete registration forms and are then tested and advised of their skill level. Students inform the coordinator of the best time and place for tutoring as well as other considerations that need to be addressed for a proper tutoring match. Coordinators also capture students' individual goals. Once goals are determined, the coordinator may then provide additional information or referrals to students as needed. Information is entered into LACES immediately following orientation/ intake. An additional meeting occurs when students are matched with their tutors. At this "match" meeting, coordinators meet with student and tutors to review responsibilities, complete an agreement, select materials, and formulate a plan to start.

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.

**ACE Program:** Classes are offered in the morning, evening, and are also offered in Spanish. Based on TABE scores, students are placed in a lower level or more advanced English and/or Math class. Science and Social studies are offered as separate classes in the morning. The evening classes take place four evenings a week for 1.5 hours and are divided into lower level and more advanced. All subjects are covered in these classes. All students are placed in Essential Education, allowing for more individualized, targeted, and self paced instruction.

**ESL Program:** ESL classes meet for 5 hours per week. Homework, distance learning, and outside assignments can add to the total attendance hours in a week. Students can take more than one class to increase their practice hours. Each of our ESL Programs' proficiency levels takes about 120 hours to complete over Fall and Spring semesters and historically this has been proven true with most students being promoted to the next level if they have attended most hours of class. Summer sessions are used to help current year students with extra practice.

**LVSF Program:** LVSF tutors and students are encouraged to meet two times per week, 1.5 to 2 hours each time, for a total of three to four hours per week. In some cases, students are attending SFCC ACE or ESL classes while also working with an LVSF tutor, thus increasing frequency and intensity of instruction. Due to the nature of the volunteer tutor-student relationship and the busy schedules of students in particular, it is difficult to increase the intensity of tutoring.

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.

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**ACE Program:** In response to Covid, SFCC AE adopted a range of online resources including online and web-based software targeted to specific needs. Technology will continue to be used extensively for HyFlex and online classes, remote testing, staff meetings, and collaboration. SFCC AE has three computer labs, and a 'mobile lab.' SFCC AE has implemented a computer check-out system. These resources are utilized for Computer-Assisted Instruction (CAI) and testing by ACE, ESL, I-Best, and Basic Literacy. All AE classrooms have a teacher's station computer connected to a projector, sound system, and screen. Students and instructors now have access to new technology and online resources, as well as the newly acquired digital literacy skills and training to help move them forward more rapidly in today's hi-tech environment. Additionally, students work with a career coach and an SFCC academic advisor to plan for college and/or a career upon graduation.

**ESL Program:** All ESL classes use technology to some degree. Obviously, the three online classes use it to meet. There are now 30 laptops to use in class. Our partnership classes with SFPS Parent Academy have smart boards in the classrooms we use. Course outlines for FY2023-2024 have sections on how to translate in-person activities to a digital experience.

**LVSF Program:** LVSF's MOU with SFCC and partnerships with other community agencies create wrap-around services as needed. In addition, the one-to-one support that students receive mean that they are able to receive advising and referrals from their tutor or coordinator when they need other services. As mentioned above, we continue to loan out laptops, encourage tutors to work with their students on digital skills, and will be participating in a pilot program to again offer computer classes within the context of LVSF and SFCC Adult Education.

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.

**ACE Program:** All program components and resources used by the ACE program focus on teaching the CCRS standards. During the initial advising session that takes place during orientation, advisors review the individual TABE reports with every student so that they understand their current skill levels as they relate to the CCRS. Advisors then set new academic goals with students and document the goals on the student learning plan. In addition, all instructors use Essential Education as a platform for both in-class and individualized instruction. Essential Education is directly aligned with the CCRS.

**ESL Program:** The ESL Program uses the ELPS to align our courses and ensure continuity between proficiency levels. Each course outline for each level details interpretive, productive, and interactive skills and provides performance objectives that parallel the ELPS proficiencies. Both Fall and Spring have separate themes and associated performance objectives that practice the aforementioned skills. These outlines also align with units of study in both Ventures and Step Forward textbook series. Additionally, we provide examples of formative and summative assessments, test preparation, level-appropriate vocabulary lists, and digital literacy task experiences.

**LVSF Program:** LVSF students in the ESL and BL programs are tested using the same testing system that the ESL and ACE programs utilize. Based on assessment information, LVSF Program Coordinators can recommend current, CCRS-based learning materials from the LVSF library that are available for the tutoring sessions. The tutoring materials are based on CCRS standards. The ESL Tutor Training is focused

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on training new tutors in how to tutor vocabulary, conversational skills, grammar, reading, writing, and how to use the Language Experience Approach. The BL Tutor Training is based on ProLiteracy's New Tutor Training and includes instruction on working with adult learners, lesson planning, reading, writing, and grammar.

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.

SFCC AE provides a standards-based education for Adult Basic and Secondary Education and English Language Acquisition that is designed to prepare students for a Career Pathway. Course curriculum and learning objectives align with the College and Career Readiness Standards (CCRS), adopted by NM HED and recognized nationally for Adult Education. ESL Program classes are aligned to the English Language Proficiency Standards (ELPS), which are derived from the CCRS and designed specifically for use with adult English language learners. Having a standards-based curriculum sets a clear direction for administrators and teachers for building course offerings, upon which to base formative and summative assessments and communicate clear expectations for students.

Our department is structured and staffed to provide high-quality, standards-based education for Adult Basic/Secondary Education and English Language Acquisition. Our programs utilize the nationally recognized College and Career Readiness Standards (CCRS), adopted by NM HED, as well as the English Language Proficiency Standards (ELPS), derived from the CCRS for adult English language learners. SFCC AE staff and faculty positions are aligned to support the CCRS through interdepartmental collaboration (face-to-face pre-Covid and currently on-line), which ensures a continuum of instruction that moves students from basic literacy levels into pathways for employment and higher education. ACE and ESL program staff and faculty have created a Community of Practice that provides consistent, in-house, professional development. Weekly team meetings and bi-weekly departmental meetings focus on reviewing program data, sharing best practices and resources, generating syllabi, assessing students, differentiating between proficiencies, using developmentally appropriate materials, engaging students in on-line learning and designing high-quality lesson plans aimed at effective delivery of the CCRS and ELPS. The Management team also meets regularly to review departmental administrative and instructional requirements.

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

For this section, if the program received IELCE funding for 2022-2023, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B):  
**420**
2. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)
  - Achieved Citizenship Skills **0%**
  - Voted or Registered to Vote **0%**
  - Increased Involvement in Community Activity **14.06%**

(Note: LVSF focuses on these types of goals with students.)

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

The ESL Program offers practice in English language, academic skills, civic participation, workforce preparation, soft skills, and digital literacy. Contextualized Instruction tailors skills to individual needs of students enrolled in our classes. All ELL students are offered the opportunity to matriculate into the IBEST IET Program when they achieve a Level 5 or 6 proficiency to ensure best possible chances for success in those certificate programs.

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

Adult English Language Learners come to our ESL Program to improve their English language skills for employment, promotion, further education, and increased involvement in the community. Referrals are given to students ready for next steps on their career or educational track. Referrals include, but are not limited to, the Academic and Career Education Program, IBEST IET Program, Literacy Volunteers of Santa Fe, and NM Department of Workforce Solutions. Challenges to our progress as an ESL program come from budget limiting class hours and weeks of a semester. If we could offer more hours of classes in more weeks around the year, our students could progress more quickly to fluency and functioning in English. Another perennial challenge is retention and accommodating life situations to keep students studying with us.

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

Our ESL Program course outlines are comprised of English language study, civics education, academic and employability skills practice, and digital literacy trainings. The majority of our students work in the local community, so knowing how to communicate in English is a skill set that is crucial to obtaining employment, staying employed, and getting promotions. Integration, as defined by WIOA Section 243(c)(1), for the ESL Program with the local workforce, is in supplying a means of acquisition of English language for non-English speakers in the local workforce.

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

Both administrators and instructors in ESL can continue to benefit from professional development training emphasizing current theory and methodology, lesson and curriculum design, and class and program management. Specific state guidance would help with understanding and implementing program policies for things such as retention practices.

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

For this section, if your program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by this fiscal year.

(If your program did not provide these types of services in 2022-2023, just indicate N/A).



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1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:

0
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2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.

Although we were in contact with Santa Fe County last year about serving incarcerated students, we were not able to serve students in FY 2022-2023 because the County Detention Center did not have the staff to do so. They would like to start with distance learning and are working to procure the needed technology currently. The ACE Program and LVSF met with them and brainstormed how students who would like to work on their HSE could join the program the same way others do.

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

We will continue to meet with the Santa Fe County about possibilities and would appreciate any guidance the State can offer on this process. It is often difficult to maintain communication with the County, so perhaps the State can help us to maintain lines of communication. We believe strongly that there needs to be a full-time instructor at County Corrections.

## IX. Fiscal Survey

PLEASE REVIEW AND FILL OUT THIS SECTION IN ITS ENTIRETY, ALL DONATED COSTS MUST BE TAKEN INTO CONSIDERATION

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2022-2023 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

\$304,922

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.

\$0

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
8,125	\$31.80	\$258,375

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

Total hours contributed	Fair Market Value per Hour	Total
0	\$31.80	\$0

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

Total hours contributed	Fair Market Value per Hour	Total
906	\$31.80	\$28,811

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

\$0

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

\$0

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

\$80,000

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
9,960	\$18.50	\$184,260

**Alternate option:** Please indicate institution's building renewal and replacement allocation.

Please cite the source document for the amount:

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## IX. Fiscal Survey (Continued)

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

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

Source	Amount
City of Santa Fe	\$64,000
Dollar General Literacy Foundation	\$8,000
Frost Foundation	\$15,000
Lannan Foundation	\$10,000
LiteracyArc	\$25,200
Santa Fe Community Foundation	\$10,000
SFPS Parent Academy	\$9,818
United Way of Central New Mexico	\$20,000
<b>TOTAL</b>	<b>\$162,018</b>

### B. Program Income Activities

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

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount