



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

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

2023-2024

Please email reports in PDF form to:

adult.education@hed.nm.gov

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

**Reporting Deadline
September 3, 2024**

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

Annual Program Report

2023-2024

Please note: You *must* complete every relevant section of this report template. If you do not fully complete any section list below, the report will be returned to you for completion and resubmission. Failure to complete any section jeopardizes our ability to do time-sensitive reporting to state and federal oversight bodies.

Checklist:

- Complete Cover Page with Signatures
- Complete Section I (Program Narrative)
- Complete Section II (Student Data)
- Complete Section III (Evaluation of Program Effectiveness)
- Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- Complete Section V (Career Pathways Activities)
- Complete Section VI (Curriculum and Instruction)
- Complete Section VII (IELCE- **Only Complete if Applicable**)
- Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- **Only Complete if Applicable**)
- Complete Section IX (Fiscal Survey)
- Complete Section X (Staff Information)

New Mexico Adult Education Local Program Annual Report 2023-2024

NMHED AE Division provides this template and guidelines for local programs to report 2023-2024 program year information. The annual reporting process helps the NMHED AE Division aggregate program information for reporting to the U.S. Department of Education and to state entities.

General Instructions:

Please read the following instructions carefully before beginning to write your report.

1. Please answer the *full* question that is asked. If a question has sub-questions or multiple questions in the item, answer each question. We ask questions in most cases because we must report this information to the federal government in the coming months. If you don't answer part of a question, then we can't fulfill our reporting obligations and will have to request that you immediately complete the form.
2. Do not skip any relevant section (e.g., sections IV and sections IX, X, and XI, which are relevant to everyone). If you skip any section, we will return your report to you and ask you to complete it, get it signed again, and resubmit.
3. Type your report and use *single spacing* in your narrative responses.
4. While we require your answers to be complete, we ask that they also be concise. We are looking for information pertinent to the question, but we don't need sections cut and pasted from your application or other sources. Answering in a concise manner benefits you (not so much writing!) and benefits us (not so much reading!). We use these reports a lot throughout the year and need to be able to find the key information quickly.
5. We know that some of you feel uncomfortable about reporting staff information in Section X. While we understand the reasons for this, we *must* have this information to report to OCTAE and to answer questions that OCTAE asks of us throughout the year. *Do not skip this section.* To make it easier for you to complete this section, we have removed the column in Section X that asked for the staff member's name. We will also redact the information before posting the report on HED's website, just as we have done for the last couple years. Finally, if you really need to, you can submit Section X as a separate PDF *at the exact same time* you submit the PDF of your completed report. That way, you don't have to rely on us to redact the info, as it will not be included in the PDF of your annual report. Contact Amber with any questions.
6. You do not have to attach NRS tables.
7. You do not have to attach your MOU/IFA. We are in the process of working with programs to understand these roles and responsibilities and will solicit the MOUs/IFAs separately later once we have completed this process.
8. As you write, please keep in mind that we post these reports publicly on the HED website. As mentioned previously, we will redact/not include Section X.
9. Please meet the deadline of **September 3**. Shortly after that, we start our reporting to OCTAE and NRS.

(Please remove these instructional pages when submitting your final report.

Your submitted report should begin with the signed cover page, below.)

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Annual Program Report Cover Page

Program Name:	Academic and Career Engagement (ACE) Center	
Institution or Organization:	San Juan College	
Address:	4601 College Blvd.	
City:	Farmington	
County:	San Juan	
Zip:	87402	
Main Phone:	505-566-3270	
Website:	https://sanjuancollege.edu/acecenter	
Social Media:	https://www.facebook.com/acecentersjc	
Workforce Region(s) Served:	Northern	
New Mexico Counties Served:	San Juan	
Submission Date:	9/3/2024	
Program Director, Manager, or Coordinator Name and Title:	Jennifer Martinez – Maestas, Director	
Contact Information:	Phone(s):	505-566-3946
	Email:	martinezj@sanjuancollege.edu
Alternate Contact Name and Title:	Vanessa Bedonie, Data Management Analyst	
Contact Information:	Phone(s):	505-566-4220
	Email:	bedoniev@sanjuancollege.edu



August 30, 2024

Signature of the Chief Executive Officer or Designee

DATE

Edward DesPlas, Executive Vice 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.

WIOA Title II - Adult Education and Family Literacy Act (AEFLA): The Workforce Innovation and Opportunity Act (WIOA) Title II outlines the Adult Education and Family Literacy Act (AEFLA). It aims to assist adults to become literate, obtain the knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children, and improve the quality of life of adults. Some of the services often provided under WIOA Title II include:

Adult Education (AE) - Assists adults in acquiring basic skills such as reading, writing, and math.

Adult Secondary Education (ASE) - Helps adults obtain a high school equivalency diploma or certificate.

English Language Acquisition (ELA) - Assists English Language Learners in improving their reading, writing, speaking, and comprehension skills in English.

Integrated English Literacy and Civics Education (IELCE) - Helps English Language Learners achieve competence in reading and writing, and understanding the rights and responsibilities of citizenship.

Family Literacy Programs - Focuses on improving the literacy skills of parents and their children.

Workplace Adult Education and Literacy Activities: Provides literacy services in collaboration with employers to improve the productivity of the workforce.

The Academic and Career Engagement (ACE) Center at San Juan College provides support for students who need their high school credentials, preparation for college entry, literacy, family literacy, and English Language Learner (ELL) courses, or simply want to strengthen their reading, writing, math, and digital literacy skills. We offer relevant, career-minded, and innovative courses to individuals eager to grow academically and professionally.

We cater to a diverse student population:

Non-traditional Students - Those who may have missed the opportunity to complete their education during their younger years and are now returning to obtain their high school credentials or prepare for college entry.

English Language Learners - These individuals are immigrants, refugees, or any individuals who are non-native English speakers aiming to improve their language proficiency.

Adult Learners - Individuals who are looking to enhance their reading, writing, math, and digital literacy skills, possibly to improve job prospects or personal development.

Parents and Families - Courses that are aimed at parents, helping them support the educational needs of their children.

Career-focused Individuals - Students who are specifically looking to acquire or upgrade skills for their professional growth.

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Digital Natives and Non-natives - With digital literacy being a focus, we cater to both younger individuals who grew up in the digital age and older individuals who might not be as tech-savvy and are looking to catch up with modern digital tools.

The ACE Center is constantly evolving based on the changing needs of students and the job market ensures that the ACE Center remains relevant and continues to positively impact the lives of our students.

Student Population

As evidenced in Table 4, **89%** (330 students) of ACE Center students are at or below a fifth-grade reading level or assessed as NRS 1-3. Majority of the student population, 67% (248 student), are at or below a third grade reading level.

Addressing the needs of low literacy students is a critical challenge that shapes our program. In education, these students often go unnoticed, yet their journey of resilience deserves recognition and support. Literacy is more than reading and writing; it's the foundation for personal growth, civic engagement, and economic development. By focusing on emerging readers, we ensure education is an inclusive right, not a privilege.

Low literacy is often tied to complex socio-economic factors, perpetuating cycles of poverty. Each student brings unique challenges, from socio-economic backgrounds to learning disabilities and differences. Tailoring instruction requires expertise and resources, yet AE faces budget constraints and limited access to trained educators and materials. Creating a supportive, non-judgmental environment is essential to keep these students engaged.

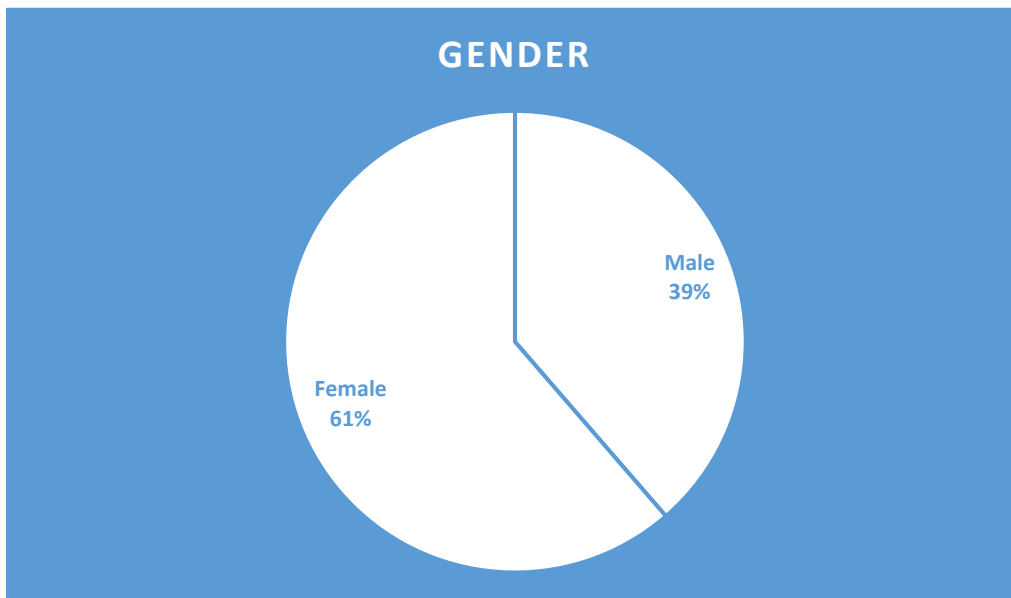
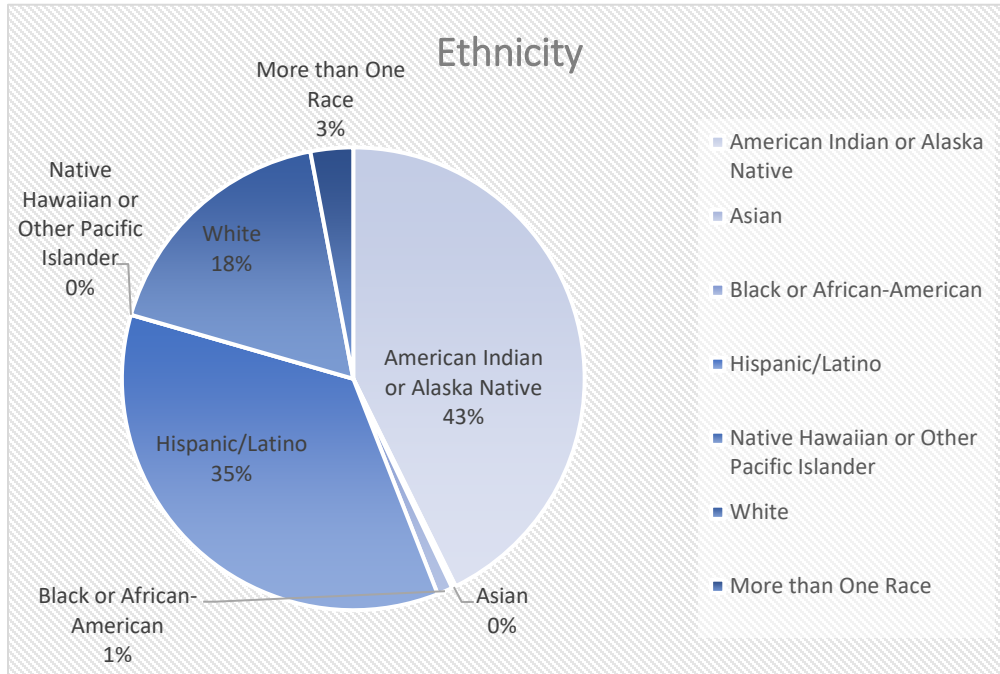
Despite the obstacles, our commitment to serving all students reflects our dedication to giving everyone a fair chance at access and success.

NRS Data	# of NRS Eligible Students
NRS 1	44
NRS 2	204
NRS 3	82
NRS 4	27
NRS 5	10
NRS 6	3
Total	370

**TABE 11 & 12
READING**

NRS Level	Grade Range Guideline	Grade	Scale Score Range
1	K-1	K	300-371
		1	372-441
2	2-3	2	442-471
		3	472-500
3	4-5	4	501-518
		5	519-535
4	6-8	6	536-549
		7	550-562
		8	563-575
5	9-10	9	576-596
		10	597-616
6	11-12	11	617-709
		12	710-800

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As a program, the majority of our student population are people of color, and it is vital to address educational disparities and continually assess the challenges faced by marginalized populations within the adult education system. Two groups that have historically and persistently encountered educational disparities are Native American and Latinx students. Recognizing and understanding these disparities is the first step toward creating effective solutions. Both Native American and Latino students experience an achievement gap. They consistently score below national averages in standardized testing across reading, math, and science. These groups have lower high school graduation rates when compared to their peers. This naturally leads to reduced college enrollments and degree attainment. Many schools predominantly attended by Native American and Latino students often lack

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access to advanced courses, extracurricular programs, and necessary educational resources. Cultural disconnection plays a critical role in disparity gap. The mainstream curriculum may not resonate with the cultural backgrounds and histories of these students, making it harder for them to relate to and engage with the content.

Socioeconomically, many Latinx and Native American families face economic hardships, which can lead to instability at home, food insecurity, and additional responsibilities for students. For many Latino families, especially those who are recent immigrants, English might not be the first language. This can present challenges in both communication and comprehension within the educational system. For Native American communities, the legacy of forced assimilation, boarding schools, and other historical traumas continues to impact their relationship with the formal education system.

Addressing the unique challenges faced by Native American and Latinx students is not just a matter of equity, but it is also essential for the betterment of our communities as a whole.

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.

We have been experiencing significant staffing challenges, which have impacted our ability to maintain the high standards we strive for in our classrooms.

One of the key issues we are facing is the lack of experienced teachers available for the positions we need to fill. This shortage of qualified educators is not unique to our institution but reflects a broader trend in the education sector. Additionally, our salary structure is not as competitive as other teaching positions in New Mexico, which makes it difficult for us to attract and retain top talent.

We have addressed the staffing challenge by introducing two tiers for the Instructor and Academic Coach positions. Previously, our instructor roles required a master's degree. With the new structure, we can now hire teachers with a bachelor's degree, which has been essential in filling vacancies at the ACE Center. While we are grateful for this change, it has also led to a greater demand for intensive training and professional learning, which the Director of the ACE Center provides. This has, unfortunately, diverted attention from more strategic efforts to advance the program.

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?

The ACE Center offers a variety of classes and programming to meet the needs of students, with face-to-face courses still being the most preferred and attended. However, as we navigate the digital age, it's evident that the future of adult education will be increasingly intertwined with technology. To best serve our adult learners, it's imperative that we evolve our programming to incorporate digital literacy, prioritize distance learning, embrace the HyFlex model, and ensure digital equity across our offerings.

Currently, our programming includes a blend of in-person classes, hybrid options, asynchronous courses, and distance learning opportunities. This diversified approach allows us to meet the unique needs of our learners while adapting to the changing educational landscape. Our curriculum design includes technology integration at every level and within every learning activity, ensuring that students develop the digital skills necessary for success alongside their subject-specific knowledge.

Looking ahead to the 2024-2025 program year, we plan to expand our distance learning and asynchronous course options and further refine our hybrid and HyFlex models. This includes increasing access to online resources, providing additional training for instructors on digital teaching tools, and continuously assessing the effectiveness

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of these approaches. By doing so, we aim to create a more inclusive and adaptable learning environment that supports all students, regardless of their access to technology or location.

We are committed to providing all learners with the necessary tools and resources, whether through loaner devices, affordable internet access options, or tailored support services. By prioritizing these efforts, we ensure that every student can participate fully in our programs, regardless of their socioeconomic background.

In summary, the ACE Center is evolving to meet the demands of a digital world, with a strong focus on technology integration, distance learning, asynchronous courses, and digital equity. Our plans for the 2024-2025 program year will build on this foundation, ensuring that we continue to offer relevant and accessible education to all adult learners.

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.

MOU - Northern Area Local Workforce Board

Partnership with Trio Grant – Educational Opportunity Center

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 generally speaking, how did you address them?

The ACE Center's professional learning plan encompasses a comprehensive array of high-impact priorities including Intensive Coaching and Intrusive Advising, Trauma-informed Teaching and Learning, Student-Centeredness through the Caring Campus initiative, Data-Driven Decision Making, Culturally and Linguistically Relevant Teaching, Social Emotional Learning, Brain-based Teaching Methods, and Technology Integration, along with specialized IET training. Each week, the entire team engages in a four-hour intensive training session within our professional learning community, with all participation being compensated. Collectively, the ACE Center team dedicates a minimum of 80 hours to these professional learning community activities, led collaboratively by all staff members.

Beyond our internal training sessions, the ACE Center team has participated in a series of external professional learning opportunities including the COABE, MPAEA, IET Institute, NCPN, NMAEA Teacher's Institutes, and PAACE conferences.

- 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?

The most impactful professional development initiatives at the ACE Center have focused on high-impact priorities such as Intensive Coaching and Intrusive Advising, Trauma-Informed Teaching and Learning, Student-Centeredness through the Caring Campus initiative, Data-Driven Decision Making, Culturally

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and Linguistically Relevant Teaching, Social Emotional Learning, Brain-Based Teaching Methods, and Technology Integration, along with specialized IET training.

Each week, our entire team participates in a four-hour intensive training session within our professional learning community, with all participation compensated. Collectively, the ACE Center team commits a minimum of 80 hours to these professional learning community activities, which are collaboratively led by all staff members.

Additionally, attending adult education conferences and training, such as the AE Conference, has provided valuable opportunities for the ACE Center to network and learn from other professionals across the country.

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

Our key successes include benchmarking the top programs nationwide and engaging directly with them through visits or networking at conferences. Additionally, our robust ACE Center PLC is instrumental, as it emphasizes high-impact practices that lead to significant improvements in performance measures.

- 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?

We successfully implemented the NMHED AE Professional Learning Plan and expanded it by dedicating significant time to professional learning in our weekly PLC sessions. All time is compensated, and the learning is of high quality, grounded in the latest research and best practices in adult education. We look forward to continuing our professional learning and have all the tools we need to make it another successful year.

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) 370

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) 59

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) 293

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%	72.59%	74.26%
Retention Rate		65%	85.29%	86.25%

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Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	100.00	100.00
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	48.42	51.11
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	52.22	53.24
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	3,694.47	3,839.59

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 Academic and Career Engagement Center (ACE) at San Juan College has recorded remarkable retention rates and success measures for adult education students. This achievement can be largely attributed to the holistic, integrated, and innovative approach ACE adopts in its teaching and learning methods. The following report provides a detailed examination of the strategies responsible for this success.

Key Retention and Success Rate Stats:

1. Increased Retention rate to 86.25%
2. Increased Measurable Skill Gains to 74.26%
3. Increased enrollment by 8.2%

High-impact Practices:

- **Fast -Track Process** - Our Fast-Track process identifies students during onboarding who have the potential to quickly pass all five high school equivalency tests. Through accelerated, intensive, and focused instruction, this approach has boosted our graduation rate and helped maintain the ACE Center's position as one of the top five programs with the highest graduation rates in the state.
- **Trauma-Informed Teaching and Learning** - Recognizing that many adult learners come with past experiences of trauma, teaching methodologies are tailored to ensure emotional safety and support, leading to increased engagement and retention.
- **Social Emotional Teaching and Learning** - ACE integrates emotional intelligence and interpersonal skills into the curriculum. This approach fosters an environment of mutual respect and understanding.
- **Culturally Relevant Teaching and Learning** - The curriculum is designed to be inclusive, representing diverse cultures and histories. This ensures students feel seen, valued, and engaged.
- **Integration of Technology** - Modern tools and digital platforms are utilized to enhance learning experiences, catering to the tech-savvy generation and making education accessible.
- **Brain-Based Neuroscience Aligned Curricula** - ACE's courses are structured around the latest brain research, ensuring teaching methodologies resonate with natural learning patterns.
- **Intensive Coaching and Intrusive Advising** - Each student is assigned a mentor who provides continuous guidance, ensuring that no student feels lost or unsupported.
- **Wraparound Services for Students** - From food insecurities to homelessness, ACE ensures that students receive comprehensive support during their educational journey.

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- **Diverse Instructional Staff** - A rich mix of educators from various backgrounds brings diverse perspectives, methodologies, and experiences to the classroom. This also creates a sense of belonging since students can see themselves in their instructors.
- **Creating a Sense of Belonging** - Efforts are always in place to ensure every student feels a part of the ACE community, promoting mutual respect and belonging.
- **Successful Partnerships** - Collaborations with the National Indian Youth Council, Workforce Solutions, Help NM, and Department of Vocational Rehab, Trio Educational Opportunity Center amplify opportunities and resources available for students.
- **Research-based Onboarding Process** - Students are introduced to the ACE environment through a rigorous yet welcoming process, ensuring they are well-prepared to embark on their educational journey.
- **Barrier Reduction** - The barrier reduction strategies employed by the Academic and Career Engagement Center ensure that adult learners face minimal hindrances in their educational pursuits. By continuously striving to identify and address potential challenges, ACE provides an environment where students can solely focus on their learning and personal growth.
- **Early Alert System for At-Risk Students** - Proactive measures are taken to identify and support students who may be at risk, preventing potential stop outs.
- **Comprehensive Professional Development System** - Instructional staff undergo continuous training to stay updated with the latest teaching methods, enhancing the learning experience.

The Academic and Career Engagement Center at San Juan College serves as a testament to the profound impact of holistic, high-impact, innovative, and inclusive educational practices. Our approach, which prioritizes the individual needs and experiences of adult learners, has proven effective in ensuring high retention and success rates.

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 ACE Center has achieved significant success with its 8-week cycle courses. In these courses, students attend classes twice a week, with each session lasting 3 hours. This structure provides students with a total of 42 instructional hours to prepare for the TABE test at the conclusion of each cycle. In addition to an accelerated and rigorous instructional design, this approach has been a best practice for the ACE Center in maintaining high post-test rates.

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.

The ACE Center has significantly exceeded all negotiated performance levels and state goals set by the NMHED Adult Education Division. We attribute this success to our innovative and integrated instructional design, commitment to quality professional learning, a highly effective team, high-impact practices, and well-established processes and procedures that have been refined over many years.

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

Despite consistently exceeding all performance levels, the ACE Center is more than just an academic hub; it represents a commitment to student success, community growth, and ongoing innovation. Through rigorous data analysis, a steadfast focus on students, and strong community connections, ACE continually raises the standard for adult education. As the center looks to the future, one thing is certain: success is not a stopping point—excellence is an ongoing journey.

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

The performance data reveals trends of increased enrollment, retention, measurable skill gains, and graduation rates. We attribute this success to our innovative and integrated instructional design, dedication to quality professional learning, a highly effective team, the implementation of high-impact practices, and well-established processes and procedures that have been continuously refined over the years.

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.

LiteracyPro's LACES database is designed to improve student tracking, manage data, and streamline reporting. Its features enable us to pinpoint specific student needs, track progress, and evaluate program success. This can revolutionize the manner in which we serve our students. By harnessing the potential of LACES, we can ensure continuous improvement, more informed decisions, and personalized strategies that center around the students. The ACE Center's plan for data improved processing and decision-making includes comprehensive LACES training. We are committed the the following data-driven decision-making strategies.

Quantitative Data

- Analyze Student Progress - With LACES, we can monitor student progress in real-time, identify potential issues or barriers, and proactively make decisions to enhance the learning experience. Create specific class reports every week to identify opportunities for improvement.
- Resource Allocation - Identify courses, programs, or services that have the highest demand and allocate resources accordingly, ensuring that students get the services they need when they need them.
- Forecasting - Use historical data to predict future needs, trends, and challenges, helping stay ahead of the curve.
- Attendance and Engagement - Monitor student attendance and participation in classes, which can be critical indicators of engagement and potential success.
- Skill Level Progression - Track students' growth in specific areas providing a clear trajectory of their journey.

Qualitative Data

- Student Feedback - Incorporate feedback mechanisms to gather qualitative insights about student experiences, helping tailor services that resonate with their needs.
- Focus Groups - Organize regular focus groups, record findings, and analyze this alongside quantitative data to paint a comprehensive picture of the student experience.

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Continuous Improvement Strategies

- Regular Data Review - Set up monthly reviews with Data Management Analyst of LACES data. This ongoing evaluation ensures that we are always aware of emerging trends and can adapt accordingly.
- Personalized Learning Plans - Based on the data, customize learning paths for students, helping them get the most out of their time at the ACE Center.
- Staff Training - Ensure that all staff are proficient in using LACES and understand its implications. Conduct regular trainings that can help in this, ensuring that the entire team is aligned with the data-driven approach.
- Meaning and Timely Feedback - As we implement changes based on LACES data, get feedback from both students and staff. This feedback loop ensures that our strategies are effective and student-centered.

Incorporating data is not just about test scores. It's about reaffirming our commitment to the students and ensuring they are at the center of all our decisions. By leveraging both quantitative and qualitative data, the ACE Center can continuously improve, ensuring excellence for our students.

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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, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	370	\$17,523.20	\$47.36
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	370	\$8,761.60	\$23.68
Referrals to and coordination of activities with other programs and services.	Career Service	370	\$17,523.20	\$47.36
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	370	\$8,761.60	\$23.68
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	370	\$35,050.10	\$94.73
Total:		370	\$87619.70	\$236.81
Integrated Education and Training (IET) programs	Training Service	0		

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

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

The instability in leadership within our local area office -WIOA partners, combined with high staff turnover, has posed challenges in fostering meaningful relationships. Additionally, the dysfunction and lack of transparency within the Northern Local Workforce Development Board have further complicated these efforts. However, as leadership stabilizes, the ACE Center is committed to building student-centric partnerships that prioritize and promote student success.

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 instability in leadership within our local area office - WIOA partners, coupled with high staff turnover, has made it challenging to establish meaningful relationships. Additionally, the dysfunction and lack of transparency within the Northern Local Workforce Development Board have further complicated these efforts. However, the ACE Center remains committed to its goals and objectives, which align closely with the local area plan. As leadership stabilizes, we are dedicated to creating student-centric partnerships that promote success. Despite these challenges, we continue to serve students in the northern regions successfully.

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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.

The ACE Center employs full-time instructional staff members who serve as advisors and academic coaches. Their official title is Instructor and Academic Coach. This position uniquely supports academic planning, advisement, and career coaching for all ACE Center students.

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

No, the ACE Center is in Phase 1 of IET planning.

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

3. What percentage of your NRS students participated in IET programs _____0_____

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

4. Enter MSG rate of your IET participants _____N/A_____

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

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

The ACE Center faced staffing challenges this year, with the IET Coordinator position remaining vacant for nearly a year. As of August 24, the position has been filled, and we are now moving forward with Phase 1 of IET planning.

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.

The ACE Center has an intensive researched-based onboarding process that builds social-emotional awareness, self-awareness, self-motivation, and employing interdependence. We connect learners to the HSE content and to each other to foster meaningful connections for increased retention and success. Onboarding is mandatory for all ACE Center students.

Onboarding Part 1

- The 8-hour session focus on creating meaningful connection for students and staff.
- 4-hours of social emotional learning
- 4-hours of testing

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Onboarding Part 2

- Intensive coaching and intrusive advising are the used for barrier reduction
 - Pathway to success is created with individual students
 - Goals setting and TABE score review
 - Student scheduling
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.

Face-to-Face Classes – 8-week Sessions

- 6 hours of engaging content
- 6 hours of Essential Education Software required weekly

Live Online – 8-week Sessions

- 6 hours of engaging content
- 6 hours of Essential Education Software required weekly

Asynchronous

- The coach has weekly coaching session with student to maintain momentum and to check for understanding.
 - Essential Education Software
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.

Onboarding Part 2

- Intensive coaching and intrusive advising are the used for barrier reduction
 - Pathway to success is created with individual students
 - Goals setting and TABE score review
 - Student scheduling
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.

All ACE Center authentic curriculum is aligned with the College and Career Readiness Standards (CCRS) or the English Language Proficiency Standards and brain-based techniques.

HSE – Essential Education Curriculum - CCRS aligned

ELL – Burlington English Curriculum - ELP aligned

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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.
 - Trauma-Informed Teaching and Learning - Recognizing that many adult learners come with past experiences of trauma, teaching methodologies are tailored to ensure emotional safety and support, leading to increased engagement and retention.
 - Social Emotional Teaching and Learning - ACE integrates emotional intelligence and interpersonal skills into the curriculum. This approach fosters an environment of mutual respect and understanding.
 - Culturally Relevant Teaching and Learning - The curriculum is designed to be inclusive, representing diverse cultures and histories. This ensures students feel seen, valued, and engaged.
 - Integration of Technology - Modern tools and digital platforms are utilized to enhance learning experiences, catering to the tech-savvy generation and making education accessible. ISTE Standards
 - Brain-Based Neuroscience Aligned Curricula - ACE's courses are structured around the latest brain research, ensuring teaching methodologies resonate with natural learning patterns.
 - Intensive Coaching and Intrusive Advising - Each student is assigned a mentor who provides continuous guidance, ensuring that no student feels lost or unsupported.
 - Barrier Reduction - The barrier reduction strategies employed by the Academic and Career Engagement Center ensure that adult learners face minimal hindrances in their educational pursuits. By continuously striving to identify and address potential challenges, ACE provides an environment where students can solely focus on their learning and personal growth.
 - Early Alert System for At-Risk Students - Proactive measures are taken to identify and support students who may be at risk, preventing potential stop outs.
 - Comprehensive Professional Development System - Instructional staff undergo continuous training to stay updated with the latest teaching methods, enhancing the learning experience.

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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

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

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

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

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. **\$87619.70**
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. **\$0.00**

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

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

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

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

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

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

6. Please indicate total fair market value of donated supplies and materials. 0
(e.g., books)

7. Please indicate total fair market value of donated equipment. 0

8. Please indicate total fair market value of donated IT infrastructure and support. **\$24,556.00**

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
6,593 sqft	\$17.50/rentable ft²/yr	\$115,377.50

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount: N/A

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
Adult Literacy Grant	\$50,690.00
TANF ABE	\$89,250.00
TANF IET	\$90,000.00

B. Program Income Activities

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

\$10,942.78

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

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.