Annual Program Report
2023-2024

Cover Page

Program Name:	**Adult Education Program, Adult Learning Center**
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City:	**Los Alamos**
County:	**Los Alamos**
Zip:	**87544**
Main Phone:	**505-662-5919**
Website:	**https://losalamos.unm.edu/adult-learning-center/index.html**
Social Media:	**https://www.facebook.com/unmlosalamos**
	https://twitter.com/unmlosalamos
Workforce Region(s) Served:	**Northern**
New Mexico Counties Served:	**Los Alamos, Rio Arriba, Santa Fe**
Submission Date:	**September 3, 2024**
Program Director, Manager, or Coordinator Name and Title:	**Linda Nash**

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Mike Holtzclaw

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Signature of the Chief Executive Officer or Designee

DATE

Mike Holtzclaw, Chancellor

Typed Name and Title:

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Section I. Program Narrative Report

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.*

In the 2023-2024 academic year, the UNM Los Alamos Adult Learning Center provided a range of services under the Workforce Innovation and Opportunity Act (WIOA). These services included three High School Equivalency (HSE) classes, which supported students in obtaining their high school credentials, and two College and Career Skills (CCS) classes, designed to prepare learners for higher education and the workforce. Additionally, the center offered seven English as a Second Language (ESL) classes each semester to help non-native speakers improve their language proficiency. To further support career readiness, the program also provided two Integrated Education and Training (IET) options, combining academic instruction with workforce training. We offer a combination of in person, hyflex, and online classes. Our instructors specialize in teaching adult learners with high-quality educational services supporting pathways to workforce participation and self-sufficiency.

The student population at UNM Los Alamos (UNMLA) is a diverse and vibrant community, reflecting a wide range of backgrounds and cultures. The student body includes 5 American Indians, 28 Asian students, 4 Black students, 56 Hispanic/Latino students, 25 White students, and 1 student who identifies as more than one race. The gender distribution shows a significant female majority, with 90 students identifying as female and 29 as male. This diversity enriches the campus environment, fostering an inclusive atmosphere that encourages learning from different perspectives and experiences. We plan to market to both our neighboring rural and pueblo communities while providing outreach to under-represented populations.

Students at UNM Los Alamos are assessed on their academic skills using the TABE 11/12 or TABE CLAS-E tools. These assessments provide insights into each student's current skill level and educational needs, which in turn guide the creation of personalized learning plans. All classes are aligned with the College and Career Readiness Standards. Our curriculum and instructional strategies are designed to accommodate the diverse needs of adult learners by addressing various learning styles. In our program, we help learners overcome barriers to education through academic coaching, technology integration, and referrals to community resources.

Our program plays a pivotal role in enhancing the educational and employment opportunities for adults in and around Los Alamos County. By focusing on fundamental literacy skills, secondary education, English language acquisition, and integrated education and training, the program addresses the diverse needs of adult learners and supports their pathways to personal and professional success. These efforts contribute to a more skilled and literate workforce, ultimately benefiting individuals, families, and communities.

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.*

Annual changes in staffing include fluctuations due to retirements, resignations, and new positions created by shifts in student enrollment. Recruiting quality educators can be particularly challenging due to a competitive job market, where the demand for skilled teachers often exceeds the supply. Adult Education programs must adapt to staffing changes and complex hiring processes while striving to maintain a stable, effective learning environment.

Our program continually evolves to address emerging needs in our community. In 2023-2024, we introduced new programs, such as Integrated Education and Training (IET), College and Career Skills classes including Digital

literacy as well as financial literacy addressing the growing need for skills in an increasingly digital world. Additionally, there's a concerted effort to expand target populations, including minorities and native persons, to promote inclusivity and equity in educational opportunities. These adjustments aim to address diverse learning needs, enhance workforce readiness, and ensure that our program fosters greater economic upward mobility.

As a new program manager, my primary goals revolve around enhancing student support and operational efficiency. I prioritize serving students effectively through comprehensive recruitment and orientation processes, ensuring they receive the guidance and resources needed to succeed. A critical focus is on learning the college's policies and procedures, as well as those set by the Higher Education Department, to navigate and enforce regulations accurately. Additionally, I am committed to maintaining robust data and fiscal management practices to support informed decision-making. By balancing these priorities, I hope to contribute to a well-organized, student-centered environment that supports both institutional goals and individual success.

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?*

Over the past year, the UNM Los Alamos Adult Learning Center has seen significant growth in our in-person, HyFlex, and online class offerings The flexibility of HyFlex courses, which combine in-person and online learning, has been particularly beneficial in increasing accessibility and engagement. As we look ahead to the next year, our goals include addressing digital equity to ensure all students have access to the necessary technology and resources. We will include digital literacy and digital skills embedded with our current curricula. This year, we implemented the Northstar Digital Literacy program. Our Academic Coaches in our Academic Support Center provide free digital skills workshops and ongoing individualized support. Additionally, we will focus on enhancing our digital instructional practices through targeted professional learning, empowering our educators to deliver high-quality, engaging online instruction.

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.*

Agency	Description	Formality
Mesa Public Library	Host a Beginning and Intermediate ESL class by providing class meeting space and technology.	Informal
White Rock Public Library	Host a Beginning and Intermediate ESL class by providing class meeting space and technology.	Informal
Pueblo of Pojoaque	Host a Beginning and Intermediate ESL class by providing class meeting space and technology.	Informal
Delancey Street Foundation	Host a High School Equivalency class to benefit students in a correctional setting	Informal

Los Alamos Detention Center	Host a High School Equivalency class to benefit students in a correctional setting	Informal
Los Alamos Self Help	Referrals and assistance with Crisis intervention, Early childhood support, Adult literacy training, Food support, Low income / senior tax preparation, and Homeless services	Informal
Los Alamos JJAB	Coordinates resources to support youth and families including reducing youth risk behaviors, facilitating positive youth development and building resiliency through responsive, effective programming.	Informal
Los Alamos Department of Health	Children's Medical Services(children and youth with special health care needs) Family Planning, immunizations for children through age 18 and limited for adults, Medications for Opioid Use Disorder, Tuberculosis treatment, Women, Infants and Children's supplemental nutrition assistance program	Informal
Immigration Office at Los Alamos National Labs	Marketing to the Los Alamos community and LANL employees about our ESL classes.	Informal
Bilingual Montessori School	Provide classrooms for Early Childhood Education Program for completion of student practicum. Priority hiring given to our program participants.	Informal
Ark Child Development Center	Provide classrooms for Early Childhood Education Program for completion of student practicum. Priority hiring given to our program participants.	Informal
UNM Los Alamos Student Services	Providing Affiliate Status to Adult Education students. Assisting our students with applying for enrollment, registering for class, and academic advising.	Informal
UNM Los Alamos Academic Support Center	Providing Academic Coaching including personalized guidance, mentorship to academic workshops	Informal
UNM Los Alamos Career Services	Assist students with major and career exploration, job-search preparation, and opportunities for gaining experience in their chosen fields.	Informal

LANL Foundation	Provide funding and resources for our IET programs as well as Community and Continuing Education	Informal
Triad	Providing internships for IET students.	Informal
Regional Development Center	Providing funding for our IET programs.	Informal

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?*

    At the Adult Learning Center at UNM Los Alamos, our primary professional learning focus was on enhancing English language instruction and integrating workforce contextualization into IELCE, HSE, and ESL programs. Additionally, we prioritized the accurate collection and entry of data into LACES by developing and implementing a data procedural plan. We also aimed to improve our program's post-testing rate to align with the goals and objectives of our grant agreement. Monthly program data reports were crucial for tracking our progress throughout the year. Furthermore, we evaluated our accessibility practices in virtual learning environments to identify opportunities for growth. These goals were addressed through regular monthly meetings with Jon from LiteracyPro, staff meetings with the program manager and instructors, consultations with Katya Backhaus, a review of relevant policies and legislation, and participation in conferences and institutes provided by NMAEA and HED.

    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 learning experiences this year included attending the NMAEA conference with ESL and HSE instructors, participating in the IET Institute in April, and engaging with the LEAD Institute with AIR. At the NMAEA conference, we tailored our learning to our own experiences and interests, each returning with new ideas and practices to implement in our classrooms and programs. The IET Institute was particularly valuable in advancing our IET programs at UNM Los Alamos. Creating and submitting an action plan before leaving the institute was instrumental in keeping us focused on key action items and driving progress in our IET initiatives.

    The LEAD Institute provided a deeper understanding of WIOA and the workforce system, particularly in relation to our program operations, including student recruitment, onboarding, retention, and persistence. As a new director, I dedicated considerable time to mastering LACES and refining our program's data procedures. Through trial and error, I developed a process that effectively serves UNM-LA. I received essential support from Katya Backhaus, who promptly and thoroughly addressed my data management inquiries. Regular monthly data discussions with Jon and ongoing collaboration with colleagues across the state further enriched my learning and helped refine our practices

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

The main successes in our professional learning plan were reviewing and updating our program's practices regarding various instructional models, data documentation and analysis, plus student barrier reduction. UNM Los Alamos now has stronger policies and operating procedures with greater clarity on daily, weekly, and monthly expectations for program effectiveness. The greatest challenge in implementing our professional learning plan was carving out the dedicated time needed to collaborate.

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?*

UNM Los Alamos was able to implement the NMHED-AE Professional Learning Policy effectively. Ensuring that adult education instructors have access to ongoing professional development helps maintain high-quality instruction including new instructional techniques, assessment tools, and best practices in adult education. Instructors appreciated knowing the priorities for our team, expectations for their individual and corporate learning, and understanding resources available for continued improvement. The support we need to implement the Professional Learning Policy and our plan moving forward is to have structured opportunities to engage in research-based practices with practitioners from other Adult Education programs around the state. Specifically, my instructors need a place to experiment with digital instruction, reflecting on implementation of those practices, and learn from colleagues around the state. IT would be profoundly beneficial to have a cohort program for instructors to experiment with digital instruction.

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)   119

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD)   33

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)   42%

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%	41%	49%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	50%	NA

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	43%	24%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	45%	31%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	$5,973	$8,057

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.*

    Last year's retention rate of 80% experienced a significant drop to 57% by the middle of this year, raising concerns about our testing policy. For students to count toward retention, they must have a pre-test and attend 12 hours of class. However, through targeted efforts and strategic adjustments, we were able to recover and achieve a final retention rate of 78% by the end of the year. Although this rate is slightly lower than last year's, the rebound from the mid-year dip demonstrates the effectiveness of our revised approach. This experience highlights the importance of proactive monitoring and swift action to sustain retention rates in the face of unforeseen challenges.

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 program's failure to increase post-test rates can largely be attributed to unclear processes and the impact of having an untrained director. The lack of well-defined procedures led to confusion and inconsistency in tracking and managing student progress, making it difficult to ensure timely post-testing. Additionally, the director's inexperience meant that crucial oversight and guidance were missing, further contributing to the program's struggles. These issues prevented the necessary coordination and support needed to boost post-test rates, highlighting the importance of clear processes and adequately trained leadership in achieving program goals.

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.*

Negotiated Levels of Performance	2022-2023	2023-2024
Enrollment Increase 15%	109	119
Retention Rate 65%	80%	78%
% MSG 42%	41%	49%
EFL Gain 60%	84%	49%
Post-Testing Rate 60%	46%	41%
2Q Employment 42%	43%	24%
4th Q Employment 42%	45%	31%

HSE Attainment Increase 20%	50%	0
Co-Enrollment 8%	2	0

Our adult education program had a varying degree of success with meeting the negotiated level of performance. While our program reflects some growth, it falls short of the goal. Our program's growth of 9% enrollment did not meet the state's goal of 15% increase. Contributing factors may include insufficient outreach efforts by our new director and the closure of classes due to an instructor shortage.

Our retention rate dropped slightly from 80% to 78%, yet we still met the state goal of a 65% retention rate. This success can be attributed to our dedicated instructors, who delivered engaging lessons, and to the director's efforts in supporting new students through small group or individualized orientation sessions. These sessions provided resources to address barriers and clearly explained the commitment required from students.

UNMLA exceeded the state goal for performance with a 49% MSG rate. This achievement was driven by our instructors' support and the variety of class options available, which enabled students to learn and grow.

However, our EFL gain of 49% fell short of the 60% target. This shortfall may be due to a low post-testing rate, inconsistent tracking, and the fact that some of our MSGs were achieved through means other than educational functioning level gains.

Our post-testing rate was below 60%, failing to meet the state's goals. Reasons may include the challenges faced by our new director, a reduction in class offerings, and inconsistent procedures for notifying instructors about the need to test students.

Both our second and fourth-quarter employment rates were below the acceptable level. This decline may be attributed to economic fluctuations and the need for improved distribution of employment openings to students post-exit.

Finally, our high school equivalency rate and co-enrollment numbers dropped, likely due to inaccuracies in documenting credentials. It appears that the director may not have recorded the credential attainment in all necessary locations within LACES.

4. *For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.*
   To increase enrollment, we will develop marketing campaigns to reach potential students through social media, community events, and local partnerships. Additionally, we will provide information about our Adult Learning Center to agencies serving our community. We examine varied class options possibly including weekend classes. To boost retention, we plan to expand our orientation process and hire a program coordinator to regularly connect with students in need of interventions. Customizing learning plans based on individual student goals and integrating educational technology tools will be key strategies to improve our Educational Functioning Levels. This spring, we introduced flexible post-test scheduling and will expand these options with the support of a program coordinator. We will also streamline our assessment procedures and ensure clear communication with both instructors and students regarding testing requirements.

To increase credential attainment, we will celebrate student growth through class recognition, encouraging continued effort from all students. We will also offer instruction focused on one subject at a time. To enhance co-enrollment, we will partner with our Student Services office to encourage students to take credit classes. Our IET program will provide more opportunities for our adult education students to enroll in credential programs and college courses.

5. *Consider your performance data from the last and previous program years. Discuss overall trends.*
   Trends show that our performance is improving after a dip due to the pandemic and more recently a shift in program administration. As we move forward, we plan to provide hyflex options to accommodate student learning styles. We will use the continuous improvement process to grow our program's historic successes and fully recover from recent challenges.
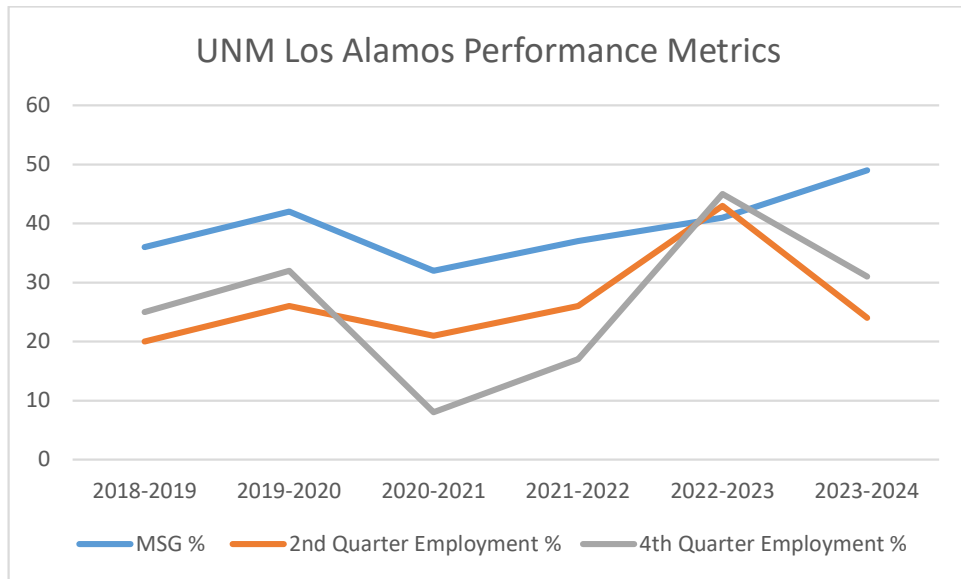
6. *Describe how your program currently uses data to improve the quality and efficacy of services provided. Be specific. Describe strategies you intend to use in the coming year to promote continuous improvement.*

   Using data to improve the quality and efficacy of services involves systematically collecting, analyzing, and applying information to inform decision-making. By identifying key metrics aligned with program goals, such as student outcomes, retention rates, and persistence rates, we gain insights into what is working well and where improvements are needed. Data analysis helps uncover trends and patterns, enabling the development of targeted strategies to address identified areas of improvement. Implementing these data-driven strategies, monitoring progress, and adjusting as needed ensures that services remain effective and responsive to the needs of those they serve. Additionally, fostering a culture of data-driven decision-making enhances our overall service quality and empowers us to improve.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, *Excluding* Administrative Costs, for Program Year 2023-2024	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs
Outreach, intake, and orientation information	Career Service	87	$1,000	$11.49
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	98	$4,320	$44.08
Referrals to and coordination of activities with other programs and services.	Career Service	7	$975	$139.29
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	61	$2,200	$36.07
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	22	$2,500	$113.64
Total:		275	*$10,995	$39.99
Integrated Education and Training (IET) programs	Training Service	32	$4,000	$125

*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.*

Adult education programs facilitate effective partnerships with the Local Workforce Development Board and local One-Stop staff/operators by holding regular meetings with ongoing coordination; integrating service delivery to comprehensively support students; using shared resources to identify student needs and measure outcomes; collaborating to refine trainings to align educational content with job market requirements; and engage in community outreach together regarding available services. Building strong, effective partnerships with the Local Workforce Development Board and local One-Stop staff/operators, provides essential elements required by both students and employers in the community.

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?*

In 2023-2024, our program aligned adult education and literacy activities with the Northern Workforce Development Board's Local Area Plan by using data from workforce assessments and local labor market information to inform program design and implementation. By understanding their goals and priorities we are better able to teach industry-relevant skills in partnership with local employers. Our challenges include limited resources inhibiting our ability to fully implement the Local Area Plan. Rapid changes in the labor market and emerging industries make it difficult to keep our program aligned with current workforce demands. Despite these challenges, our continued focus on alignment with the Northern Workforce Development Board's Local Area Plan remains a priority. By addressing these issues and leveraging our successes, we can enhance our program's effectiveness and impact.

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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.*

    Career Pathways are integrated into our adult education program at UNM Los Alamos to support students. Our approach begins with initial student assessments and continues throughout their educational journey.

    - Initial Assessment and Goal Setting: During the enrollment process, each student undergoes an initial assessment that includes discussions about their career aspirations, current skills, and educational background. This helps us identify those who may benefit most from career planning and advising.

    - Integrated Education and Training (IET) Programs: These programs are designed to align closely with local labor market demands, ensuring that students acquire relevant skills for in-demand jobs.

    - Workforce Partnerships: We have partnerships with local employers, workforce development boards, and industry professionals who provide insights into career opportunities and help facilitate job placements for our students. These connections are integral to ensuring that our students receive real-world guidance and opportunities.

    - Ongoing Support and Follow-up: Career planning and advising do not end at graduation. We offer ongoing support to alumni, helping them navigate career changes, pursue further education, or access additional training as needed. This long-term support structure is critical for ensuring that students remain on track to achieve their career goals.

    Using this approach, we ensure that students are not only academically prepared but also equipped with the tools and guidance they need to succeed in the workforce.

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

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

    27

3. *What percentage of your NRS students participated in IET programs*   23%

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

4. *Enter MSG rate of your IET participants*   91%

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

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

   This year, our IET programming achieved notable successes, including 100% job placement for our Early Childhood Education (ECE) certificate recipients, either with local childcare providers or through promotions within their current preschools. The addition of an Adult Education instructor in our spring ECE program was instrumental in providing crucial support to ESL students, enhancing their learning experience and success. We encountered challenges in our Welding program due to having an experienced content instructor who, unfortunately, was unfamiliar with course design, the importance of ongoing assessment and structured assignments to challenge students. Our Adult Education instructors stepped in to offer valuable support, helping to optimize the classes despite these hurdles. From our 2023-2024 experience, we learned the importance of establishing clear guidelines to ensure consistent decision-making throughout the program. It is also essential for all IET team members to participate in training provided by NMHED. This provides a unified understanding of policies and expectations allowing consistency across all 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.*

   In Fall of 2023, our orientation consisted of a hour session in the morning and the evening. Within two weeks of students completing their enrollment packet, we have the student complete the pre-test. Either during their class or at alternate times so students did not need to miss instruction. A direct result of the program manager's participation in the LEAD Institute, our process evolved to increase orientation to also include onboarding. This included explained our goals, the reason for testing, and local resources to address barriers to learning. We continued to pre-test either during class or specially scheduled sessions within two weeks.

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

   Our program provides six hours of direct instruction in most classes and encourages students to further engage with the subject matter for two hours for every hour of class time. This combination ensures that students receive focused, in-depth teaching during direct instruction, where they can engage with complex concepts and receive immediate feedback. Independent study allows students to reinforce and apply what they've learned by completing additional projects. This structure supports consistent engagement with the material, enabling steady learning gains and the development of self-directed learning skills, which are crucial for long-term success.

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.*

   Programmatic elements that support student success include a robust orientation process that informs students about the various services available to them at UNM LA. These services include the Academic Support Center, IT services including access to laptops to overcome barriers to digital learning and promote digital equity, and Student Services for college and career counseling. Most of our classes are delivered using a HyFlex model, allowing students to engage in learning both in-

person and online, according to their needs. Additionally, we offer digital literacy instruction to ensure students can effectively utilize online resources as integral tools in their learning journey.

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

   Our program aligns instruction with the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS) to ensure that our students receive a high-quality education tailored to their needs. We achieve this by adopting curricula based on these standards. To support our educators in delivering effective instruction, we provide them with the CCRS and ELPS standards, along with a range of curricular resources that enable them to develop comprehensive units and lessons. These resources allow our teachers to create engaging, standards-aligned instruction that not only meets the diverse needs of our learners but also prepares them to achieve their academic and professional goals.

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.*

   Our program uses a brain-based learning approach which guides our instructors to design lessons where students are fully involved in the learning process. To enhance this approach, our program manager and instructors rely on data-informed lesson planning, using student assessment results from DRC and LACES to tailor instruction to individual needs. We take advantage of resources provided by NMHED, such as Propel's Tech Tuesday videos, to be informed about researched based educational technology and methodologies. Additionally, our program manager continuously integrates insights gained from participating in the LEAD Institute, IET Institutes, monthly director's meetings, and instructional sessions led by Jon Lee from LiteracyPro.

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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.

(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):*

   4

2. *Enter MSG rate of IELCE participants (Table 9, first row of column G)*   __50%_____

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

   - *Achieved Citizenship Skills*   ___0_____
   - *Voted or Registered to Vote*   ____0____
   - *Increased Involvement in Community Activity*   ____0____

4. *Input the number of IELCE students that participated in IET programs*   ____31____

   *(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*   ___13%_____

   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.*

   Our program delivers Integrated English Literacy and Civics Education (IELCE) services that seamlessly blend with access to Integrated Education and Training (IET) activities. We provided that 100% of our students the opportunity to participate in our IET program. This allows our students to simultaneously improve their English language proficiency while acquiring the skills needed for meaningful employment and contributing to an informed community.

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.*

   UNM Los alamos offers a combination of language instruction, workforce training, and career pathway guidance tailored to the needs of our learners. By integrating English literacy with vocational skills training, we equip participants with the competencies required to secure and retain employment in high-demand industries.We have seen an increase in students securing employment in hospitality, early childhood education, and other fields where they can apply their skills and language proficiency. Our main challenge is addressing barriers such as limited transportation options, childcare needs, and the time constraints of balancing work, family, and education. We have learned the importance of building strong partnerships with local employers to ensure our training programs are aligned with current industry needs. Additionally, collecting feedback from

participants has been invaluable in refining our program to better meet their needs and improve outcomes.

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.*

Our workforce development partners are crucial to designing targeted lessons for our students. By collaborating closely with these partners, we ensure that relevant, up-to-date information about career pathways and job opportunities is consistently delivered across all of our classes. This helps students make informed decisions about their future careers and aligns their learning with real-world demands. Moving forward, we are committed to strengthening our relationships with existing partners while actively seeking new opportunities with in-demand job providers addressing emerging needs and opportunities in key industries so our students are prepared to enter the workforce.

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.*

One challenge we have is using the Northern Area Local Workforce Development Board and other WIOA support providers to coordinate efforts so our students have access to information about program requirements, timelines, and eligibility criteria. Additionally, insight to effectively designing curriculum to maximize student success. Our team would benefit from training that focuses on understanding the complex WIOA program including brief explanations of eligibility, funding, and service offerings. We need guidance for collaborating with the Northern Area Local Workforce Development Board and building partnerships essential to program growth.

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

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

(If your program did not provide these types of services in 2023-2024, just indicate N/A).

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

1

2. *Enter MSGs for Sec. 225 participants (Table 10, first row of column G)* __100%_____

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.*

   During the 2023-2024 program year, we delivered comprehensive educational support to learners at both Delancey Street Foundation and the Los Alamos Detention Center. At each site, we provided a skilled and experienced instructor to lead classes focused on HiSet exam preparation. We supplied textbooks, workbooks, and other educational resources to facilitate learning. At Delancey Street, we extended our support by assisting the education team with evaluating student progress and offering training that enabled team members to become TABE certified. This certification allowed them to administer and interpret TABE test results effectively and onsite. Similarly, at the Los Alamos Detention Center, we provided an experienced instructor, along with the necessary textbooks, and facilitated administrative support for paper-and-pencil TABE testing. To further support the transition process, we encouraged learners to continue their education by pursuing their High School Equivalency, enrolling in IET programs, and taking college classes at UNM Los Alamos.

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.*

   UNMLA has questions about the best approach when coordinating with facilities to provide comprehensive support for re-entry initiatives and other post-release services, including career pathways, IET programs, and secondary school credit. Key professional development needs include offering detailed information on career pathways and resources that facilitate a smooth transition for individuals upon release.

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

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.

$10,995

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 FY 2023-2024 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0		

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

Total hours contributed	Fair Market Value per Hour	Total
0		

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

Total hours contributed	Fair Market Value per Hour	Total
0		

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

$22

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

$100

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

$1,300

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
1,250	$2.17	$2,712.50

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
Federal Funds Career and Training Services Applicable to AEFLA	$10,955
LANL Foundation	$4,000

B. Program Income Activities

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

$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Not Applicable	