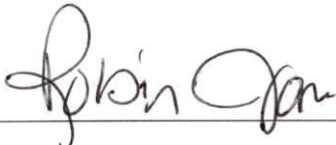


# New Mexico Adult Education Local Program Annual Report 2022-2023

## Annual Program Report Cover Page

Program Name:	Clovis Community College Adult Education	
Institution or Organization:	Clovis Community College	
Address:	417 Schepps Blvd.	
City:	Clovis	
County:	Curry	
Zip:	88101	
Main Phone:	575-769-4095	
Website:	<a href="https://www.clovis.edu/css/adulteducation/index.aspx">https://www.clovis.edu/css/adulteducation/index.aspx</a>	
Social Media:	<a href="https://www.facebook.com/CCCAdultEdu/">https://www.facebook.com/CCCAdultEdu/</a>	
Workforce Region(s) Served:	Eastern	
New Mexico Counties Served:	Curry, Roosevelt	
Submission Date:	9/1/2023	
Program Director, Manager, or Coordinator Name and Title:	Emily Glikas	
Contact Information:	Phone(s):	575-769-4109
	Email:	GlikasE@clovis.edu
Alternate Contact Name and Title:	Veronica Cano	
Contact Information:	Phone(s):	575-769-4097
	Email:	canov@clovis.edu



Signature of the Chief Executive Officer or Designee

8/31/23

DATE

Dr. Robin Jones, Interim President

Typed Name and Title:

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

## Section I. Program Narrative Report

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

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

The Adult Education Program at Clovis Community College (CCC) provides two primary types of instructional services to students: preparation for a High School Equivalency (HSE) exam, and English as a Second Language (ESL) courses. Course are provided in the mornings and evenings Monday through Thursday to accommodate as many student schedules as possible.

The program's HSE courses are offered in English and Spanish, with a focus on applied arithmetic and content area literacy. Classroom instruction in math and literacy is offered at two levels, and independent tutoring and online study is provided to students who have high TABE pre-test scores (NRS 5+) or who have passed one or more parts of an HSE exam. Computer literacy, college and career planning, and employability skills are integrated into all HSE curriculum, which is aligned to the College and Career Readiness Standards. Instructors are mentored to center regular technology use and student needs and goals in daily lesson planning and instructional design. HSE classes are also provided at a partner location in nearby Portales, NM to increase accessibility to instruction.

The program's ESL courses provide a combination of levelled and group classes design to increase students' English speaking, listening, reading, and writing skills. English literacy and grammar are taught in four levels of group classes, while an adjacent multi-level Conversation Club provides an opportunity for students to master their English speaking and voice. All ESL curriculum is aligned to the English Language Proficiency Standards and digital literacy skills are integrated into each class through regular computer use. A daytime Computer Basics class is offered once a week to provide additional targeted computer practice in English and Spanish.

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.

CCC's Adult Education program did not have any significant changes in staffing or programming in FY 22-23, allowing the program to strengthen its existing efforts. As noted in last year's annual report, one of the program's primary staffing goals over the past few years has been to consolidate staffing from a large number of part-time positions to a smaller number of half- and full-time positions with the goal of having a smaller group of more closely involved staff members to foster stronger communication, collaboration, and student and program success. In FY 21-22, the program took the first step towards this goal by hiring a half-time evening advisor and a second full-time instructional coordinator. These hires have been largely effective in strengthening program outcomes through FY 22-23: enrollment increased, HSE graduates increased, and measurable skill gains increased.

In FY 23-24, the program plans to continue building on these staffing efforts. The program is currently recruiting a third full-time instructional coordinator to oversee and expand off-site instructional efforts. This will allow the program to better serve the surrounding rural areas.



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

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

In FY 22-23, the majority of classroom instruction was provided in-person. This mode of instructional delivery has been found to be more effective and accessible to local adult education students, as evidenced by improved program enrollment and performance through the past three years of post-pandemic recovery. There are two areas in which the program still utilizes distance and hybrid instruction: with students at our offsite location in Portales and with students with high NRS scores who have passed one or more sections of an HSE exam. As the offsite location has limited evening classroom availability for in-person instruction, students enrolled in that program attend two in-person classes a week and complete online coursework for the other two nights a week. This has allowed these students to progress towards their HSE at a similar rate as students in the on-campus classes that run four nights a week. High-level students working more independently to prepare for one or two remaining sections of an HSE exam are provided with self-paced online instructional software to study independently while meeting weekly with a tutor to prepare for testing.

Despite the limited use of true distance learning, the program prioritizes integrating digital literacy into all of its courses through the in-class use of Chromebooks, Windows PCs, and instructional applications on mobile devices to complete classroom assignments. While the sudden on-set of online learning during the Covid-19 pandemic was devastating to many of our most in-need students, the program hopes that continued emphasis on digital literacy and in-person instruction in developing these skills will better prepare area adult education students should a similar situation arise again. The program will continue monitoring student needs and regional trends through FY 23-24 to ensure instructional modalities are compatible with area need.

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.

The Adult Education Program has formal partnerships with its institutional host, CCC, and the Eastern Area Workforce Development Board (EAWDB). As outlined in its grant assurance agreements, CCC provides classroom space, IT support, furnishings, utilities, network support, and other resources to program staff and students. The program also maintains a formal MOU with the EAWDB and partners with local WIOA agencies to connect students to workforce programs, resources, and services.

Informal partnerships include the program's partnership with the Bridge to Hope Center in Portales to provide offsite HSE instruction, the Eastern Region's ENLACE program to promote services among area parents and out-of-school youth, the Food Bank of Eastern New Mexico to connect students to food and assistance completing SNAP applications, the local TRIO program to assist HSE graduates in college enrollment and transfer, and the CCC Foundation to connect students to testing scholarships and other opportunities.

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

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

Number of NRS participants in PY 2022-2023 (Table 4, last row of column B) 327

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) 54

Post-testing rate (Table 4B, last row of column B to number of NRS participants) 67.5%

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	52.08%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	100%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	23.94%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	31.89%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$4,610.02



### Section III. Evaluation of Program Effectiveness

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

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

With 327 of 381 enrolled students becoming NRS participants, the Adult Education Program at CCC has a retention rate of 85%. The program is satisfied with this rate and believes it reflects the nature of the program's offerings and prospective student's needs. The 15% of students who do not become NRS participants are more likely to be young (61% under the age of 24, 88% under the age of 44) and more likely to be enrolled in HSE (68%). The program suspects two primary causes of these populations being more heavily represented among non-NRS participants. First, prospective HSE students sometimes do not anticipate the time commitment required for successful participation and graduation, as the GED® Exam is often presented as an easy or short-term alternative to traditional high school. Second, prospective HSE students who have recently been enrolled in high school may not need instructional preparation to take and pass an HSE exam. Program staff are exploring ways to provide additional supports and services to these student groups to (1) make attending class regularly feasible and attractive to students with many external obligations and (2) provide students with fewer instructional needs services to assist with career planning and college enrollment.

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 Adult Education Program used a combination of strategies to achieve its 67.5% post-testing rate this year. The program adjusted all of its course schedules to ensure that students in HSE and ESL are being offered adequate opportunities to attend the hours of class needed for post-testing. Both programs now offer 12 hours of instruction a week and run in 6-week sessions. Pre- and post-testing reasons and processes are communicated with students and instructors at orientation, with a heavy emphasis on monitoring student progress rather than evaluating student intellect to combat test anxiety or other negative testing connotations. In addition to these efforts, program advisors work closely with the data specialist to monitor student attendance and identify students ready to pre-test to ensure post-tests are offered as soon as a student qualifies and before a student leaves the program.

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

The Adult Education Program at CCC exceeded all negotiated performance targets in FY 22-23. Program staff worked diligently to improve upon previous metrics, especially those that were not met last year. In addition to the post-testing strategies described in the previous section, program staff increased efforts to keep student contact information current and up-to-date to strengthen the efficacy of follow-up surveys for students without

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

**social security numbers. The program hopes to continue improving its collection of this data in the upcoming fiscal year.**

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

**While CCC did not fail to meet any negotiated targets, the program did notice some data discrepancies in Table 5. For example, only one student populated the credential attainment row. Program staff are unsure of the cause of this and would like further training regarding Table 5 in FY 23-24 to ensure data is being entered in ways that allow it to be accurately reflected on this table.**

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

**Compared to FY 21-22, FY 22-23 performance data improved in every area except Employment Second Quarter after Exit. NRS enrollment increased from 266 to 327, HSE graduates increased from 41 to 59, Measurable Skill Gains increased from 38.7% to 52%, and the program's post-testing rate increased from 50.7% to 67.5%. These trends evidence and validate the continued efforts of program staff to improve student outcomes. In the upcoming fiscal year, program staff will continue efforts to improve these data points, and increase efforts to attain stronger employment data through collecting more student social security numbers and refining follow-up survey processes.**

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

**Enrollment and performance data are closely monitored by the program's data specialist, who works closely with advisors and instructional coordinators to identify students ready to test, at risk of leaving class, or in need of outreach and intervention. As described in some of the preceding questions, this data is also used to design course schedules and offerings to ensure that class is accessible and of sufficient time and intensity to promote student success. Program staff also monitors NRS trends to ensure that the appropriate levels of instruction are being offered to meet student needs.**

**In addition to the data it collects in LACES, the Adult Education Program at CCC also uses a variety of tools to collect additional quantitative and qualitative data through student and staff feedback. These tools include student-completed course evaluations, student focus groups, staff and supervisor evaluations, program evaluations, and instructor focus groups. These evaluations and conversations allow program staff to evaluate and refine curriculum, course scheduling, program design, staffing, and more each semester.**



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

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	381	\$3.75	\$1,428.75
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	327		<i>This service is delivered using state funds.</i>
Referrals to and coordination of activities with other programs and services.	Career Service	327		<i>This service is delivered using state funds.</i>
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	327		<i>This service is delivered using state funds.</i>
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	327		<i>This service is delivered using state funds.</i>
<b>Total:</b>		1,689		\$1,428.75
Integrated Education and Training (IET) programs	Training Service	0		

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

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

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.

**CCC maintains a close working partnership with the local workforce and regional development board through a variety of relationships. CCC's Executive Vice President sits on the Eastern Area Workforce Development Board (EAWDB), the Adult Education Director serves on the standing One Stop Delivery and Youth Services committees, and the Adult Education Program Coordinator regularly attends community partner meetings. This allows CCC and the program to stay up-to-date on EAWDB developments and programs, promote AEFLA services to EAWDB partners, and maintain positive personal relationships with key individuals.**

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

**In EAWDB's Local Area Plan, Adult Education is tasked with providing academic and vocational training opportunities to adults, including preparing individuals for the attainment of a secondary school diploma or equivalent and transition to postsecondary education and training, improving individuals' ability to read, write, and speak English well enough to function on the job and in society, and providing other adult literacy and workforce preparation activities. These goals are in alignment with the program's core activities outlined in Section I.**

**The program has found the most success in implementing the Local Area Plan by concentrating its efforts on its strengths, academic instruction and training, and relying on partner referrals and concurrent enrollments to support students' extra-curricular needs and connect them to workforce opportunities and programs. It has worked well to include WIOA Youth staff and other EAWDB partners in the program's orientation processes. By bringing these personnel directly to the students, we can minimize back-and-forth trips for paperwork and help smooth out the referral process to ensure more students are connected with the resources they need. EAWDB has also increased efforts to strengthen referral systems by launching the MyHub portal to exchange and track student referral information.**

**While personnel turnover was noted as a challenge in last year's report, agencies have stabilized post-Covid and the program has been able to establish connections with key WIOA and workforce personnel. These partnerships and the MyHub portal have increased the number of referrals between the program and local workforce agencies, but efforts to follow-up on referrals could be strengthened. More training using the MyHub portal and increased relationship building across agencies are needed to ensure referrals do not slip through the cracks when sent from one agency to another.**



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

## Section V. Career Pathways Activities

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

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

**All students enrolled in the Adult Education Program at CCC are required to participate in career exploration and submit a career plan as part of their onboarding to the program. This allows students to begin defining and communicating their long-term goals upon entry. Advisors and instructors refer to identified career goals when matching students with community referrals or planning instructional activities for the classroom. Students between the ages of 16 and 24 also meet with a WIOA Youth Career Coach during on-boarding to explore potential workforce opportunities. Throughout the semester, instructors are encouraged to use career-focused instructional projects to ensure contextualized classroom content. Upon program completion or graduation, students are connected with a TRIO intake specialist to explore postsecondary opportunities and complete the FAFSA.**

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:

**The Adult Education Program at CCC did not offer any IET programs in FY 22-23.**

- i. A full list of all IET programs offered in the reporting year period.
- ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

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

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

**CCC participated in the StartUp Generation Entrepreneurship IET pilot program offered as a partnership between EAWDB and local AEFLA programs in FY 20-21, but student interest in the program has remained low. No CCC students participated in the course in FY 21-22 or FY 22-23, but CCC will continue to promote the class among its HSE and ESL students in the upcoming year.**

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

## 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.

CCC Adult Education requires all new students to complete a four-day onboarding workshop. While these workshops differ slightly between HSE and ESL programming, the key elements of onboarding are the same. The workshops are held on the same days and times as class to prepare students for their class schedule. The first day of orientation serves as an icebreaker for students and staff, a program overview, and the first day of pre-testing. The second day features guest speakers from WIOA and community partners and continued TABE pre-testing. On the third day, the workshop hosts institutional guest speakers such as testing, admissions, and TRIO, and completes TABE pre-testing. The fourth day of orientation is an intensive advising day, where students rotate through one-on-one meetings with advisors, WIOA career coaches, and other referring partners, and complete a Google Classroom orientation and Career Exploration activities in the classroom.

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.

The Adult Education Program offers morning and evening classes four days a week to accommodate student schedules and ensure students are receiving enough instruction to advance towards their academic goals. All students are offered three hours of class per day: HSE students have two hour-and-a-half classes each day, and ESL students have a two-hour levelled class and a one-hour conversation club. This provides enough instruction on a weekly basis to keep students connected to their goals and to ensure students meet the hour requirements for post-testing in a reasonable time. Currently, classes run on a six-week schedule to allow each course to cover an adequate amount of instructional material while keeping expected time commitments from students low. Access to supplemental instructional software and individual tutoring is used to extend learning beyond the classroom to allow dedicated students to accelerate their progress towards their goals.

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

The Adult Education Program uses two key strategies to support student success and address barriers to learning: staff and instructor professional development and partnership with community and institutional agencies. Adult Education staff at CCC are encouraged to participate in regular professional development to strengthen their skills in working with students. Advisors are trained in academic and motivational coaching, instructors participate in TBR and TSTM activities, and a variety of program staff have participated in statewide Career Pathway trainings. Program staff also use Google and Microsoft tools daily for administrative and instructional tasks to ensure that employees are modelling the digital skills taught in class and are prepared to help trouble shoot or teach any digital skills students may need assistance with outside of class. Community and institutional partnerships allow the program to be responsive to non-instructional student



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

needs, such as access to basic needs, employment, counseling, or other non-academic needs. The program maintains relationships with local workforce, WIOA, United Way, TANF, and Food Bank personnel to connect students to community resources as needs arise. Program staff are also deeply involved in the campus community to ensure Adult Education students have access to campus services: the director serves on the campus-wide Mental-Health Matters team and the Employee Community Outreach Council, the data specialist is a member of the on-campus food pantry Campus Cabinet, several team members are TRIO participants or graduates, and staff and instructors regularly volunteer and participate in campus activities to stay informed of available opportunities and services.

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.

CCC's Adult Education Program aligns curriculum and instruction to the College and Career Readiness (CCRS) standards by using CCRS-aligned textbooks, software, and other instructional materials, and by providing all instructors with training regarding the CCRS. The core materials used for HSE classes are the GED Preparation Series by New Readers Press and Aztec-Paxen's GED Prep software. The core materials used for ESL classes are the Ventures series by Cambridge and the Burlington English software. These materials are all aligned to the CCRS and the TABE exam. Instructional coordinators within each area review curriculum and suggested pacing guides each semester and provide these resources to instructors via course calendars specific to each class. Instructors are required to attend training activities at the beginning of each semester to review the CCRS, the curriculum, and how to integrate the standards, digital literacy, and contextualization into daily lesson-planning. Throughout the semester, instructional coordinators continue providing mentorship to instructors as they prepare new lessons and explore new material.

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.

The Adult Education Program at CCC is committed to Knowles' key components of andragogy in its instruction for students, its curriculum development, its staff trainings, and its day-to-day operation. The principles of choice, self-directed learning, contextualized instruction, and internal motivation form the program's paradigm for approaching all learners and staff members as whole, independent adults worthy of respect and empathy. Just as students are encouraged to select and pursue their own educational goals, instructors are encouraged to select and pursue the professional development opportunities most relevant to them. Just as instructors are expected to provide classroom instruction in context with opportunities for hands-on practice, trainers and coordinators are expected to provide training in context with opportunities for hands-on practice. This philosophical foundation has allowed the program to grow a community of learning rooted in positive self-perceptions, growth-mindsets, and healthy relationships.

## IX. Fiscal Survey

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

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

\$1,428.75

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

0

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0		

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

Total hours contributed	Fair Market Value per Hour	Total
0		

5. Please indicate FY 2022-2023 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)

N/A

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

N/A

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

N/A

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
12,298 square feet	\$48.00	\$49.192

### Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:



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

### IX. Fiscal Survey (Continued)

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

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

Source	Amount
Institutional Salary Contribution	\$78,000
Institutional Supply Contribution	\$3,500

#### B. Program Income Activities

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

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount