New Mexico Adult Education Local Program Annual Report 2023-2024

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:	**https://clovis.edu/css/adulteducation/index.aspx**
Social Media:	**https://www.facebook.com/CCCAdultEdu/**
Workforce Region(s) Served:	**Eastern**
New Mexico Counties Served:	**Curry, Roosevelt, De Baca, Quay, Guadalupe**
Submission Date:	**September 3, 2024**
Program Director, Manager, or Coordinator Name and Title:	**Emily Glikas, Executive Director of Sponsored Programs**
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_____   9/3/24
Signature of the Chief Executive Officer or Designee   DATE

Dr. Jonathan Fuentes, 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.

    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. Courses 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. 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. Other ESL electives include a Civics class designed to assist students in preparing for the US Naturalization Interview and other writing and communication courses designed to guide students in developing their voice in English.

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 has retained a dedicated core team of five full-time employees (a director, a manager, two instructional coordinators, and a data specialist) for nearly three years. Staffing a sixth full-time position and the programs 8-12 part-time instructional positions has been more challenging. The program listed a full-time position for an Offsite Instructional Coordinator to expand satellite programming in our rural service area for over a year and was unable to attract a qualified candidate for the position. This position posting has been closed and the program will explore other options in FY25. The program has faced higher levels of turnover among its part-time employees since the Covid Pandemic. The most frequently cited reason for instructors resigning from their part-time teaching load is not making enough income and leaving to pursue either a better paying part-time position or a full-time position with benefits.

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?

    All of CCC's Adult Education classes are provided in-person. Independent tutoring and online

study options are provided to students who have high TABE pre-test scores (NRS 5+) or who have passed one or more parts of an HSE exam, and many ESL students utilize Burlington English to study independently in addition to attending their in-person class. In the upcoming year, the program will experiment with hyflex options for its in-person classes, using an Owl camera to allow students to join in from home.

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 Eastern New Mexico University 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.

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?

    CCC's PL priorities in 2023-2024 were program management, data, and performance. To address these areas in its PL activities, the program prioritized connecting as many staff members as possible to PL opportunities and dividing learning among staff instead of having a select few staff members participate in all the PL options. This year, the program was largely successful in these efforts. Three of the five staff members who attended the NMAEA conference in Fall 2023 attended for the first time. CCC's part-time instructors attended TBR trainings, Color Vowel trainings, Teacher's Institutes, and the NMAEA conference. CCC was represented by at least two people at the state, regional, and national adult education conferences this year. This divide-and-conquer strategy has allowed the program to build capacity across multiple staff members and connect practitioners directly to learning experiences rather than having them passed through the program director or other leadership.

    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?

    This year, CCC used state AEFLA funding and TANF funding to send its AE Program Manager, Data Specialist, and HSE Instructional Coordinator to COABE. None of these staff members had attended a COABE conference previously, and the experience was transformative. All three staff members returned to Clovis with new confidence in their role and capabilities, a new understanding of adult education trends and needs, and many ideas for improving program services. Many of the planned changes inspired by COABE will be piloted in the upcoming Fall.

For example, following conversations with other HSE Coordinators at the conference, the HSE Instructional Coordinator restructured the HSE orientation to include more college and community presenters to connect with HSE students and promote their services at intake.

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

CCC was successful in connecting all staff to professional learning opportunities sufficient to fulfill their required professional learning hours and was able to send more staff members to the state and national adult education conferences this year. The primary challenge in implementing the PL plan was navigating, completing, monitoring, and maintaining all the documents in the PL Plan Tool Kit. While we completed the program PL plan as a team, individual learning plans were not compiled or tracked by program leadership. We could use more guidance on how programs should be using and monitoring the complete set of documents, and how we should be tracking professional learning as it is completed.

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?

Yes, CCC's Adult Education Program was able to implement the NMHED-AE Professional Learning Policy. Program staff are heavily involved in statewide professional development, and the program prioritizes regular training and learning opportunities for all staff. Propel's plans to increase asynchronous online learning options in the upcoming year will further bolster the program's ability to ensure all staff, even part-time staff, have ample opportunity to participate in professional learning.

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)   <u>358</u>

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD)   <u>70</u>

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)   <u>72.5%</u>

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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%	52%	55%
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%	N/A
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	23.94%	46.9%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	31.89%	37%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	$4,610.02	$5,781.18

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.

   With 358 of 428 enrolled students becoming NRS participants, the Adult Education Program at CCC has a retention rate of 84%. The program is satisfied with this rate and believes it reflects the nature of the program's offerings and prospective students' needs. Unlike last year, there aren't any obvious age-based trends in students who did not become NRS participants. While the program's retention rate has gone down by 1%, this is to be expected with a larger pool of students (428 in 23-24 vs. 381 in 22-23). In informal questioning, the most cited reason for students leaving prior to 12 hours of instruction is that students were not ready for the time commitment. To combat this, program staff emphasize the required commitment and attendance during orientation and use motivational coaching strategies to help students identify the external supports they will need to successfully participate in classes.

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 72.5% post-testing rate this year. Both ABE and ESL programs offer 12 hours of instruction a week and run in 6-week sessions, allowing students to receive the required hours of instruction between tests in a set amount of time (one session). 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 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 Adult Education Program at CCC exceeded all negotiated performance targets in FY 23-24. Program staff credit this achievement to several factors: program scheduling, design, and delivery; high-quality curriculum and instructional resources; regular participation in external and internal professional development across the department; and support from the state team, namely the state data administrator. While these efforts and strategies have contributed to the program's success, the program director believes the most significant influence on program performance is the retention of a core of full-time staff. The program is finishing its third year without any turnover in full-time positions and is reporting on its third year of increased Measurable Skill Gains. We believe these trends are not just parallel but intricately linked, and that staff retention is key to continued improvement.

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

   CCC's Adult Education program met all state goals this year.

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

   Compared to FY 22-23, FY 23-24 performance data improved in every area. NRS

enrollment increased from 327 to 358, Measurable Skill Gains increased from 52% to 55%, and the program's post-testing rate increased from 67.5% to 72.5%. Follow-up data also improved in FY 23-24: employment 2nd quarter after exit went from 23.94% to 46.9%, employment 4th quarter after exit went from 31.89% to 37%, and median earnings 2nd quarter after exit went from \$4,610.02 t0 \$5,781.18. These trends evidence and validate the continued efforts of program staff to improve student outcomes. One potentially negative trend that program staff will be monitoring closely over the upcoming year is HSE enrollment and achievement. While overall enrollment increased by 9%, ABE enrollment dropped from 227 to 215 and HSE completions dropped from 59 to 51. Program staff believe this is likely due to the artificial inflation of HSE enrollments and completions in FY 22-23 following the removal of the three-year time restriction on HSE exams and will monitor ABE enrollments and HSE completions in the upcoming year.

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.

       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. This data is also used to determine course schedules and offerings to ensure that classes are accessible and of sufficient time and intensity to promote student success. Program staff also monitor 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.

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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	428	$1,819	$4.25
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	358		*This service is delivered using state funds.*
Referrals to and coordination of activities with other programs and services.	Career Service	358	$537	*$1.50*
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	358	$537	*$1.50*
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	358		*This service is delivered using state funds.*
Total:		1,860	$2,893	$1.56
Integrated Education and Training (IET) programs	Training Service	0		

*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.

    CCC maintains a close working partnership with the local workforce office and the regional development board. 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. Local workforce representatives are invited to every HSE orientation to meet with students during intake, and students are regularly referred to workforce services if they are seeking a job or career information.

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 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.

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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.

   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 referred to 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 a number of IET students that your program served in PY 2023-2024 (Table 11, first row of column B)

   The Adult Education Program at CCC did not offer any IET programs in FY 23-24.

3. What percentage of your NRS students participated in IET programs   <u>N/A</u>

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

4. Enter MSG rate of your IET participants   <u>N/A</u>

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

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

   The Adult Education Program at CCC did not offer any IET programs this year, but staff attended the IET Institute provided by the state in April and plans to explore and launch IET programming in partnership with CCC's Career and Technical Education programs in FY 25.

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's Adult Education program 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 weekly instruction to keep students connected to their goals and to ensure they 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 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 Coucnil, 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 must 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 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter $0 here. **$2893**

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	N/A	

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	

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

Total hours contributed	Fair Market Value per Hour	Total
0	N/A	

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

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

8. Please indicate total fair market value of donated IT infrastructure and support. **$16500**

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	$590,304

Alternate option:
   N/A

Please indicate institution's building renewal and replacement allocation.

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
Institutional Salary and Benefits Contribution	$86,988
Institutional Supply Contribution	$475

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	