

Cover Page

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New Mexico Counties Served:	Doña Ana		
Submission Date:	9/1/2023		
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Mónica F. Torres Digitally signed by Mónica F. Torres
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08/29/2023

Signature of the Chief Executive Officer or Designee

DATE

Mónica Torres, Chancellor, NMSU System of Community Colleges

Typed Name and Title

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.

This annual report provides an in-depth overview of the accomplishments and advancements made by the Adult Education program at Doña Ana Community College. Our commitment to empowering adult learners and fostering personal and professional growth remains strong. We are creating a sturdy three-legged stool that supports our educational activities. This report provides a comprehensive overview of our accomplishments and initiatives within three pivotal components of our program, each representing a distinct leg of this metaphorical stool: English as a Second Language, High School Equivalency, and Integrated Education Training Programs. These interconnected elements form the foundation of our mission to provide accessible, high-quality education that addresses the diverse needs of our adult learners. In the following sections, we delve into the specific achievements and advancements that have been made in each of these crucial areas, showcasing how together they create a stable platform for our adult learners to reach their fullest potential.

Our adult education program provides essential skill development for English language learners, encompassing speaking, listening, reading, and writing. For high school equivalency learners, our instruction covers critical reading and writing, along with subject-specific instruction in numeracy, arithmetic, algebra, geometry, science, and social studies. While our integrated education program options are somewhat limited at present, in FY23, we provided a digital literacy course.

The economic profile of Doña Ana County presents a challenging landscape characterized by widespread poverty and elevated unemployment rates in comparison to the state. As illustrated in the table below, 24.8% of the county's residents live below the poverty line, compared to the state's 18.6%. Unemployment further compounds the economic disparities, with 8% of adults without employment, surpassing the state average of 4.4%. The impact of limited educational opportunities is evident, as over 42% of adults with less than a high school education find themselves trapped below the poverty threshold. In 2021, the median household income for Doña Ana County stood at \$45,178, trailing behind the state's median of \$53,992.

Community	Population	Household Median Income	Percent Living below Poverty	Unemployment Rate
Las Cruces	112,907	\$45,140	23.6%	7.1%
Chaparral	16,551	\$31,186	33.4%	7.4%
Sunland Park	16,702	\$33,342	32.7%	8.0%
Anthony	8,693	\$27,625	37.8%	8.0%
Doña Ana County	217,696	\$45,178	24.8%	7.9%
State of New Mexico	2,097,021	\$53,992	18.6%	4.4%

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While the poverty rate remains notably higher than state and national averages, it's essential to acknowledge the unique circumstances along the US-Mexico border, which contribute to the county's economic challenges. Moreover, the educational landscape underscores these disparities, with 11.3% of the county's population lacking a secondary credential, surpassing the state's 5.6% average as demonstrated in the table below. This intricate interplay of economic and educational factors necessitates a comprehensive approach to address the multifaceted needs of Doña Ana County's residents.

Population 25 years and over	Less than 9th grade	9th to 12th grade, no diploma
Doña Ana County	11.3%	8.2%
New Mexico	5.6%	7.9%

AFLA funds are used to fund all instructional and administrative functions of the program, including resources and materials, professional development, salaries, travel, and program development.

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.

Since I joined the staff in July of 2022, the Adult Education program has undergone significant transformations in staffing, programming, and its operational approach. Notably, the program's operational landscape was fundamentally altered by the global COVID-19 pandemic in 2020. Prior to the pandemic, the program operated as five distinct and autonomous centers across various campuses. However, the shift to remote learning during the pandemic prompted a critical reevaluation of the program's structure. Recognizing the potential lasting impact of the pandemic on in-person services, the decision was made to consolidate the five individual centers into a single, comprehensive program that could effectively navigate the challenges of virtual and hybrid learning environments. This reorganization was already in progress when I assumed the role, introducing an additional layer of complexity during a period of transition. Despite the receding pandemic, the choice to sustain this unified approach was made based on a forward-looking perspective that acknowledges the evolving landscape of adult education.

During my initial months on the job, I devoted time to active listening, observing, and reflecting. This period allowed me to engage closely with both the administrative and instructional teams, gaining valuable insights into the successes and struggles they experience. Through candid conversations and firsthand observations, I aimed to understand the diverse perspectives of our staff members and the dynamics that shaped their practices. This holistic approach of gathering input provided a foundation for informed decision-making and a deeper comprehension of the program's operational intricacies. By placing a strong emphasis on these initial steps, I sought to ensure that my leadership would be rooted in a comprehensive understanding of the program's existing strengths and areas in need of improvement.

The staff encountered challenges in adapting to this integration. Every center had different processes for intake, onboarding, course scheduling, instructor recruitment, supply procurement, and learning center management. Previously, each center had dedicated personnel responsible for intake and onboarding, staff scheduling and hiring, and assessment coordination. With the transition, these responsibilities were dispersed among five to seven staff members, resulting in variations in

execution. The absence of uniformity resulted in internal conflicts and tension among staff members. There was uncertainty about task assignments and responsibilities due to the lack of standardized processes, which contributed to confusion and disagreements.

Several significant implications arose due to the program's decision to rely on temporary, part-time staff to assume full-time roles, rather than replacing existing full-time positions. This approach had several notable effects on the program's dynamics.

The program experienced a surplus of unspent funds over the past couple of years, surpassing the 1% requirement set by the state. The underutilized funds highlighted a program deficiency in efficiently distributing resources for vital operations and impeded advancements in ongoing program improvements.

The use of part-time temporary staff to fulfill the responsibilities of full-time positions had notable operational consequences. The reduced availability of these staff members per week hindered their capacity to fully execute the duties associated with their roles. Scheduling assessments and securing proctors, including alternate proctors, proved to be particularly challenging under this staffing model. The resulting inefficiencies in assessment coordination adversely impacted the overall operational flow.

Additionally, the intake processes were adversely affected by this staffing arrangement. The limited availability of part-time staff constrained the program's ability to effectively address the demands of prospective adult learners, thereby impeding the program's responsiveness and growth potential.

Furthermore, the reduced staffing capacity hindered the program's ability to regularly review and analyze data, subsequently limiting the insight gained from monitoring outcomes. This absence of scheduled data review sessions curtailed the program's capacity to make informed decisions and implement improvements based on empirical evidence.

Collectively, these impacts underscore the need for a comprehensive assessment of the staffing approach and its implications on the program's efficiency, efficacy, and ability to meet the diverse needs of its adult learners.

The program's open enrollment policy, permitting adult learners to join classes at any stage during the semester, appeared to intensify the challenges. However, this approach, while aiming to accommodate various schedules, inadvertently disrupted class continuity and hindered the establishment of a cohesive learning community.

Previous practice for data entry involved a weekly rhythm instead of real-time updates. This delay in real-time data entry created undue pressure on data operators, staff, and instructors who struggled to manage accurate and up-to-date records efficiently. Our Data, Assessment, and Evaluation coordinator prioritized real-time data entry, which significantly enhanced our responsiveness.

Both adult learners and faculty expressed reservations about transitioning back to in-person programming, reflecting the complex considerations surrounding health and convenience.

One clear program strength lay in its ability to consistently deliver positive instructional outcomes, highlighting the dedication to effective teaching and learning.

Conversely, the program faced challenges in establishing coherent career pathways. Both administrative and instructional staff encountered uncertainty in navigating these requirements,

pointing to the need for a more structured and effective approach to guide learners towards meaningful educational and professional trajectories.

To address these strengths and challenges, the program devised a set of strategic plans outlined below:

1. **Enhancing Administrative Infrastructure**: A pivotal step involved refining the administrative framework by establishing streamlined processes and unambiguous role definitions. This was aimed at providing staff with clear expectations and well-defined job tasks, promoting efficiency and minimizing confusion.
2. **Managed Enrollment Implementation**: The program introduced managed enrollment as a means to optimize class schedules and align them more effectively with the program's structure and learner demographic. By experimenting with different enrollment schedules, the aim was to identify the most suitable approach that balanced flexibility with maintaining class continuity.
3. **Reinvigorating In-Person Participation**: Recognizing the value of in-person learning experiences, efforts were undertaken to encourage adult learners and faculty to transition back to on-site programming. The objective was to foster a sense of community, engagement, and a deeper learning environment that can be more challenging to replicate in virtual settings.
4. **Staffing Reevaluation**: Recognizing the limitations posed by relying on part-time temporary staff, the program embarked on an assessment of staffing requirements and financial implications. The goal was to transition from this model to offering more full-time positions, ensuring consistent and dedicated support for the program's operations.

By implementing these strategic initiatives, the program aimed to fortify its operational efficiency, enhance overall learning experiences, and ensure more sustainable staffing approaches to better serve the needs of both adult learners and staff.

Progress towards these plans has yielded significant improvements in various aspects of the program as highlighted below.

Restructuring for Clarity and Efficiency

The department underwent a transformation, dividing into five distinct divisions to enhance operational clarity:

- *Intake*: Focused on initial engagement and support.
- *Student Services*: Guided learners through the enrollment process.
- *Data, Assessment, and Evaluation*: Prioritized data-driven program enhancement.
- *Instruction*: Ensured instructional quality and professional development.
- *Administration*: Managed grant-related administrative tasks.

Staff allocation was based on interest, performance, and previous roles. Despite initial challenges, this reorganization led to heightened organization and improved staff morale. To solidify this transition, four staff retreats were conducted to refine processes and boost role transparency.

Flexibility and Face-to-Face Learning

The program adjusted its approach by allowing small enrollments in in-person classes, catering to evolving preferences. An asynchronous component was integrated into online courses, accommodating learners seeking independent scheduling options. We also introduced an HSE sprint course and the National External Diploma Program which offers tailored pathways for specific learner groups.

Strengthening Staffing

Significant progress was achieved in staffing, with eight full-time positions created using state and federal funding. Additionally, three positions were established via TANF AE and TANF IET funds, albeit with a delay due to recruitment software changes. While the timeline for onboarding these positions shifted, plans remain in place for their integration in the upcoming fiscal year.

These measures collectively illustrate the program's proactive response to challenges and its dedication to enhancing the quality and accessibility of adult education in the region.

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?

As previously mentioned, both adult learners and instructors initially appeared reluctant to participate in in-person programming. However, this sentiment seemed to shift over the course of the fiscal year. The program responded by offering a diverse range of instructional modalities, including in-person classes, online synchronous sessions, online asynchronous options, and a HyFlex format. The class structure involved 1.5-hour sessions held four days a week. Additionally, the program tried block scheduling during the spring semester. All these approaches aimed to accommodate various barriers adult learners experience when managing life, work, and education.

Efforts to refine course scheduling remain ongoing, with the upcoming Fall 2023 semester introducing further modifications. The semester will feature two distinct 6-week terms, alongside an additional 3-week term scheduled post-Thanksgiving break.

The integration of digital literacy remains a steadfast component within the ESL and HSE programs, facilitated through our online software and digital literacy IET coursework. In line with our mission to provide equitable access, we continue to offer our adult learners the chance to engage in online classes. This opportunity can be availed by visiting our learning center campus labs to use computers in our computers and/or checking out Chrome Books. Our efforts extend further as we collaborate with T-Mobile, exploring the potential of hotspots to broaden access for our adult learners. This aligns with Doña Ana Community College's values to offer inclusive learning opportunities for all participants.

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.

For FY22, DACC CECD had an informal partnership with Las Cruces Public Schools (LCPS) to provide adult education services for LCPS parents in connection with their 21st-century program which provides activities for the children. For FY24, the LCPS partnership will continue. A formal partnership has been implemented with Lutheran Social Services to provide ESL classes to Afghan refugees. We have informal collaborations with Doña Ana's Workforce Development Center, Community Education, Early Childhood Education, Advanced Technologies, Student Accessibilities, and Avanza.

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)	<u>781</u>
Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P)	<u>710</u>
Post-testing rate (Table 4B, last row of column B to number of NRS participants)	<u>359</u>

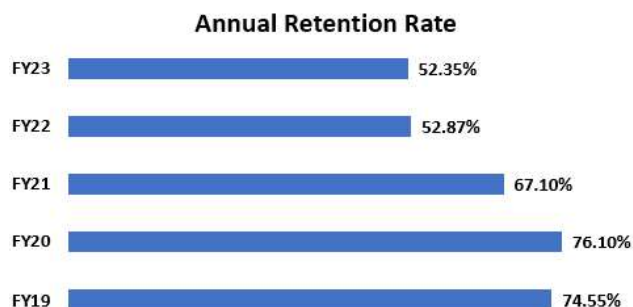
Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	30.09%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	35.86%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	31.44%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$3,900

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.

As represented in the *Annual Retention Rate* figure below, retention exhibited a decline during FY21, which coincided with the onset of the pandemic. Subsequently, there was another drop in FY22, with retention levels stabilizing in FY23. The decrease in retention can be attributed to a combination of factors. The most evident factors stem from the challenges that adult learners navigated during the pandemic, necessitating adjustments and resilience. We have not fully realized the impact of this experience, but it appears that the process of recovery might be slower than anticipated, especially as individuals seek equilibrium across family, education, health, and work domains. Our world is currently transitioning into a new normal of in-person and online interactions for work, school, events, and appointments.



Furthermore, the program has witnessed three consecutive years of leadership transition, beginning with the departure of the previous director, followed by a year under interim leadership, and culminating with my first year as director. These transitions have introduced internal changes while occurring against the backdrop of the ongoing pandemic. The cumulative effect of these dynamic shifts, both internal and external, has likely contributed to the fluctuations in our retention rates.

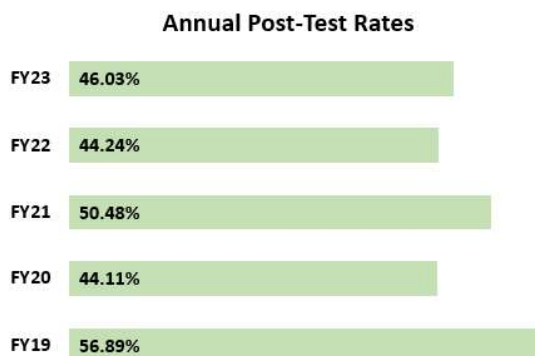
The introduction of managed enrollment marks a significant departure from the previous practice of allowing adult learners to join the program at any point. This change, while designed to optimize program structure, will necessitate a period of adjustment both for the community and our adult learners.

Moreover, we are revising the length of our terms for the Fall and Spring semesters, extending them from four weeks to six weeks and seven weeks, respectively. These adjustments are strategic efforts to align with learner needs and optimize the learning experience within a more focused time frame.

Anticipating the combined impact of managed enrollment and term adjustments, we project that by the conclusion of FY24, our retention rates should progressively revert to pre-pandemic levels. These changes, though requiring adaptation, embody our determination to refining the program and fostering a conducive learning environment for our adult learners.

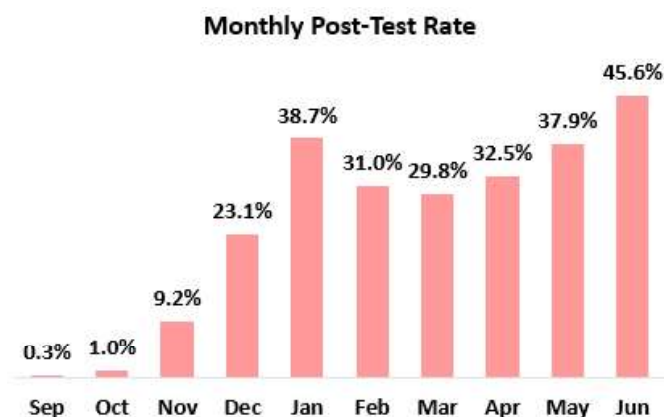
2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below 50%, required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

As evident from the *Annual Post-Test Rates* table provided below, our post-test rates display a seemingly unpredictable trend. Despite the absence of a distinct pattern, it's noteworthy that in three out of the past five years, we have not achieved a testing rate exceeding 50%. This is a concerning trend.



In March of FY23, it became apparent that our testing rate was alarmingly low, standing at a mere 29%. This realization prompted immediate action on our part. We swiftly implemented measures to bolster our post-testing efforts, recognizing the pivotal role of post-testing in accurately assessing the effectiveness of our instructional interventions. This response demonstrates our ability to pivot quickly when responding to an evaluation process. Furthermore, we gained a more comprehensive understanding of our program's impact due to real-time data entry and review.

The *Monthly Post-Test Rate* figure below highlights our program's agility. In the span of three months, we successfully increased our post-test participation rate by 54%. This accomplishment demonstrates our capacity to rapidly respond through data-driven actions.



Additionally, it demonstrated to administrative staff our potential to surpass a 50% post-test rate by proactively identifying and acting upon relevant data insights. Our goal for FY24 is to attain a post-test rate of 55%, followed by a further increase to 60% by FY25, in alignment with the increased post-testing requirements from both the US Department of Education and NMHED.

Throughout the previous year, our assessment schedule faced challenges due to limitations posed by part-time staff proctors. We anticipate that the addition full-time positions will effectively addressed this issue, leading to the stabilization of proctors and our assessment schedule. To ensure consistent

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progress, we've introduced a bi-weekly review of eligible adult learners for post-testing during our leadership meetings.

To expand the availability of post-testing slots within our assessment schedule, we are introducing a strategy of pre-testing during our Introduction to Adult Education course, which serves as our onboarding and orientation program. This approach involves administering pre-tests exclusively to adult learners who have indicated a clear intention to actively engage in the program. By targeting pre-testing towards those who are committed to sustained involvement, we anticipate that this will enhance adult learners' motivation and dedication to the program. This thoughtful initiative reflects our commitment to maximizing post-testing opportunities while fostering a sense of purpose and investment among our adult learners.

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.

PI	Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023	Result
1	Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	30.09%	Not met
2	Credential Attainment Rate (Table 5, last row of column G)	25.7%	0%	Not met
3	Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	35.86%	Exceeded
4	Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	31.44%	Exceeded
5	Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$3,900	Exceeded

PI 3, 4, & 5 Discussion: Our program met three of the five indicators. The employment and median earnings indicators are evaluated after the adult learner completes our program and follows up with them in two and four years, signifying an indirect contribution and a more distant impact on these specific measures. We have a rigorous campaign to complete our follow-up surveys.

PI 3, 4, & 5 Corrective Action: No corrective action needed.

PI 2 Discussion: The assessment of the credential attainment rate encompasses adult learners who participated in an IET during FY2. There were seven adult learners who qualified for this Performance Indicator. This metric gauges whether these learners successfully obtained a credential related to the specific IET course in which they were enrolled. Within this context, seven adult learners were registered for the Early Childhood Education Bi-literacy Academy. Regrettably, none of these learners accumulated sufficient hours to fulfill the credential requirements. It is noteworthy that these same learners were concurrently enrolled in our ESL program.

Additionally, staff were not completely confident of how to identify adult learners in the IET programs in LACES, the state database. Staff members designated these learners as "IET with

credential" participants in LACES, as opposed to accurately identifying them as "IET." There is a subtle yet important distinction between the two identifications. This misclassification consequently affected our reported credential attainment rate for the stated period.

Efforts are underway to rectify this issue by enhancing staff awareness and understanding of the differences between these designations, ensuring accurate categorization moving forward. This instance serves as a valuable learning opportunity and underscores the significance of precise data reporting for more accurate program assessment.

PI 2 Corrective Action: Following the guidance of NMHED's High School Equivalency Administrator and Data Administrator, a more sophisticated approach will be instituted to accurately categorize the IET program participants. A comprehensive assessment will occur after an initial two-week orientation phase of classes, allowing for a well-informed determination based on participants' interests and attendance during this pivotal period.

One example might be if an adult learner is concurrently enrolled in ESL or HSE courses or maintains an attendance rate below 90% during the orientation phase, they would be categorized as IET participants. Conversely, if an adult learner is not enrolled in ESL or HSE courses, and demonstrates an attendance rate exceeding 90% during the orientation phase, they would be identified as IET participants with Credential.

This approach seeks to more precisely align program designations with participant engagement and intent. The adoption of these criteria will more accurately reflect our data reporting and ensures that the IET program designations more mirror the aspirations of our adult learners.

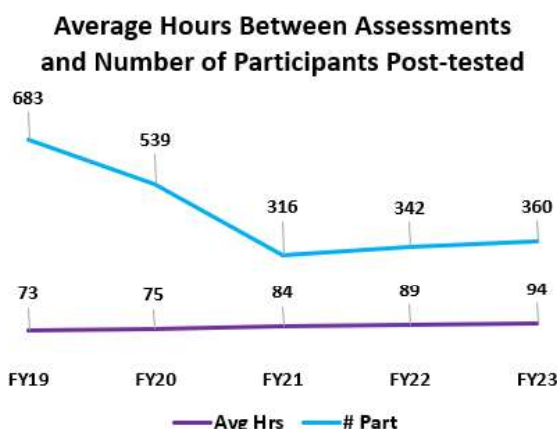
PI 1 Discussion: The Measured Skill Gain (MSG) is assessed in real-time for participants engaged with us during the fiscal year, demonstrating our direct and immediate impact on this indicator. While our program exerts a direct influence on this metric, we find ourselves disheartened by our MSG outcomes for this fiscal year. This disappointment can be attributed to two primary factors: 1) challenges encountered with post-testing and 2) the oversight in conducting bi-weekly data review and analysis.

Nonetheless, it's crucial to acknowledge that our program has demonstrated good Educational Functioning Level (EFL) gains, consistently exceeding 60% annually, as depicted in the Annual EFL Rates figure below. This demonstrates our instructional efficacy and dedication to enhancing learners' skills.



Furthermore, we recognize there is a relationship between MSGs, post-testing, and EFL gains. Elevating our post-testing initiatives will invariably contribute to improved MSG outcomes. By addressing the identified challenges in post-testing and resuming consistent bi-weekly data review and analysis, we will assuredly witness a positive impact on our MSGs.

Through an examination of the LACES student report titled "Hours Between Assessments," I delved into the average span of time separating assessments over the course of the last five fiscal years. The table *Average Hours Between Assessments and Number of Participants Post-tested* illustrates a trend: as enrollment dwindled, the duration between assessments increased. This observation emphasizes the impact of the repercussions stemming from the operational vulnerabilities within the past administrative infrastructure.



PI 1 Corrective Action: The findings reinforce the significance of addressing administrative weaknesses to foster smoother operations. By bolstering our administrative framework, we can anticipate a subsequent improvement in enrollment figures, a reduction in the time lapse between assessments, and an overall enhancement in the program's efficiency.

We will increase our post-testing initiatives through a strategic approach to managing our assessment schedule and proctoring assignments. Moreover, we will implement a proactive system of identifying adult learners upon reaching 35 hours of participation, subsequently scheduling them for post-testing. Our target is to administer post-tests for all learners with a cumulative instruction time ranging between 40 and 60 hours. Within our bi-weekly leadership meetings, we will conduct comprehensive reviews of our post-testing rates, EFL gains, and adult learner participation hours.

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

As discussed throughout this report, our plan to increase our post-testing rate is as follows:

- A. We will dedicate full-time staff to proctoring assessments.
 - B. We will create and manage a strategic assessment schedule.
 - C. We will pre-test adult learners upon enrollment rather than upon intake and during our introduction to adult education thus reserving our slots for assessment to post-testers.
 - D. We will review our post-test rate bi-weekly and maintain a 55% or higher post-test rate throughout the year.
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.).

The *Performance Data FY19 - FY23* table below illustrates the performance data spanning the last five years. Notably, there is a distinct decline in enrollment during FY21, coinciding with the year marked by exclusively remote work and instruction due to the pandemic. Interestingly, there seems

to be no apparent relationship between the pandemic and the MSG and EFL gains. Instead, the attainment of MSGs fluctuates more with the post-test rates.

Performance Data FY19 – FY23

Fiscal year	NRS Participants	Non-NRS Participants	Retention Rate	% of MSGs	% of EFL Gains	% Post-Tested
2018-19	1204	411	75%	45%	76%	57%
2019-20	1213	381	76%	36%	79%	44%
2020-21	622	305	67%	40%	77%	50%
2021-22	746	665	53%	35%	77%	44%
2022-23	781	710	52%	30%	65%	46%

Following the shift back to in-person work and instruction, enrollment has experienced an upward trajectory. While the retention rate observed a decrease, it remained stable between FY22 and FY23. These insights provide a comprehensive overview of the program's performance trends, indicating various factors influencing enrollment, retention, MSGs, and EFL gains. Such analysis equips us with valuable information to further refine our strategies and optimize the program's outcomes.

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.

Throughout the past year, we convened four administrative staff retreats and three instructional retreats, each serving as a platform for data review, process enhancement, and team building endeavors.

Our approach to data sharing was structured around a specific analysis protocol that placed a distinct emphasis on collaborative meaning-making activities. The presentation of data was devoid of conclusive statements, instead focusing on observations and fostering a spirit of curiosity—a foundational step in collaborative meaning-making. This was followed by the introduction of the collective context from the perspectives of those analyzing the data. The final stage encompassed the exploration of solutions—a structured progression summarized as "What? So what? Now what?"

Initially, I encountered challenges in deciphering the significance of various data points in our reviews. However, with guidance from the NMHED's High School Equivalency Administrator and Data Administrator and over the course of the year, I gained an understanding of which data sets demanded our attention and how to extract relevant information from LACES. However, I have much more to learn! Beyond the performance measures delineated in the Performance Data FY19 – FY23 table, as discussed in the preceding section, our intent is to further disaggregate this data according to gender, race/ethnicity, age, and zip code. Furthermore, we aim to conduct a deeper exploration into MSGs and EFL gains, incorporating variables such as instructor, class, modality, and attendance.

We will continue to employ the outlined data analysis protocol in conjunction with data retreats. Additionally, we have planned two collaborative retreats, bringing instructional and administrative

staff together for data analysis. Recognizing the limitations of Excel for combining multiple data files, I've engaged in discussions with the NMHED Data Manager to explore the feasibility of a more robust analysis tool. This endeavor will involve our Data, Assessment, and Evaluation Coordinator, as we embark on supplementary training to facilitate the integration of data exported from LACES. Through these concerted efforts, we are dedicated to harnessing the power of data for informed decision-making and continuous program improvement.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	1491	\$112,900 Some instruction was conducted through non-federal funds	\$298
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	1029	No Federal Funds expended	
Referrals to and coordination of activities with other programs and services.	Career Service	133	No Federal Funds expended	
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	781	\$24,211.00	\$31.00
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	781	\$72,633.00	\$93.00
Total:			\$209,744*	
Integrated Education and Training (IET) programs	Training Service	8	\$5,456.00	\$682.00

***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.

Establishing effective coordination with the local Workforce Development Board and One Stop Operator posed challenges for me during the past year. The One Stop Operator regularly convenes partner meetings, providing a platform for core partners and other stakeholders within the one-stop system to collaboratively deliberate on upcoming initiatives, streamline processes and procedures at the one-stop center, and collectively shape a unified vision for the implementation of the Workforce Innovation and Opportunity Act (WIOA) in our region.

These partner meetings offer an invaluable opportunity for various WIOA partners to present their respective programs, objectives, and outcomes. I found these sessions particularly advantageous in acquainting myself with the array of services available. While I managed to attend a significant number of meetings during the spring, I encountered challenges in the initial stages of the fiscal year, which impacted my attendance at the fall meetings. However, I recognize this as an area for personal growth and development in the forthcoming fiscal year.

Moving forward, I am committed to enhancing my engagement and participation in these partner meetings, understanding the pivotal role they play in fostering collaborations, sharing knowledge, and ensuring the alignment of our programs with the broader regional workforce development objectives. Through continued commitment and proactive involvement, I aim to better leverage these interactions for the benefit of our adult learners and the overall success of our program.

An integral and evolving avenue for collaboration revolves around the advancement of career pathway programs within our region. We are actively collaborating with the Core WIOA partners to establish innovative mechanisms that interweave funding sources. This concerted effort aims to bolster participants' capacity to engage in career pathway programs while simultaneously augmenting their potential to significantly contribute to the economic growth and development of the county.

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

The Southwestern Area Workforce Development Board has outlined a comprehensive set of eight strategic goals for the program years spanning from 2020 to 2023. Notably, several of these strategic objectives exhibit a direct alignment with the core aspirations of Doña Ana Community College's (DACC) adult education programming. The following figure elaborates on the correlation between DACC's adult education initiatives and the goals delineated within the four-year plan.

ADULT EDUCATION PROGRAM AT DOÑA ANA COMMUNITY COLLEGE
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Strategic Goal Identified in the 4-year Plan	Program Alignment – DACC Centers for Education and Career Development
Goal 1: Establish sector partnerships and career pathways within target industry sectors that support the economic and workforce development of the region by providing individuals with lifelong training opportunities leading to good jobs	Develop IET programs in targeted industries like education to support the workforce development in the region
Goal 5: Build a trained and ready workforce to replace workers who are retiring and leaving the industry	Provide critical skills development and English language acquisition activities to upskill community members so they may replace workers who are retiring
Goal 7: Strengthen the regional workforce by increasing credential completion rates from post-secondary institutions	Develop IET programs that will allow adult learners to be co-enrolled in post- secondary education and training allowing adult learners to earn credentials concurrently with upskill their foundational skills and English Language facility
Goal 8: Increase the number of co-enrollments among the required partner programs to improve braided funding and efficiencies of the workforce system	Facilitate work group to develop a referral mechanism and trigger an integrated resource team meeting for all WIOA core partners

This representation serves to emphasize the symbiotic relationship between DACC's adult education endeavors and the overarching objectives outlined by the Southwestern Area Workforce Development Board. By identifying and embracing this alignment, we aim to further enrich the impact of our programs and collectively contribute to the realization of the broader regional workforce development aspirations. This integrated approach underscores our commitment to holistic progress and shared success within the community.

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.

Following the conclusion of the fall semester, a strategic reorganization of our Atlas class was undertaken, resulting in its transformation into an Introduction to Adult Education course. Originally conceptualized as a comprehensive 16-hour course integrating both in-person and online instruction, the primary objective was to equip our adult learners with the requisite skills for effectively navigating diverse modalities of instruction. However, due to constraints stemming from limited full-time staff and instructors, a modification to the course structure became necessary.

In response to these challenges, we streamlined the course duration to encompass 12 hours. This revision enabled us to accommodate the existing capacity while ensuring the course remained impactful and comprehensive. Moreover, as a response to open up more assessment slots for post-testers, we integrated pre-testing into the curriculum, dedicating the final four hours of the class to this essential aspect.

During the summer term, we found it necessary to implement further modifications to the class duration, prompted by the realization that our initial vision of a comprehensive course exceeded our current capacity. As we navigate the transition from summer to fall and while awaiting the onboarding of full-time instructors, a refined class structure emerged. We will offer eight hours of instruction coupled with an additional four hours dedicated to pre-testing over a span of three weeks rather than two.

In this revised iteration of the course, an integrative approach has been embraced, encompassing 4 hours of career exploration, identification of transferable job skills, and the formulation of a personalized college and career plan. Notably, we took significant strides towards enhancing the support system for our adult learners, particularly those aspiring for post-secondary pathways beyond their engagement with our adult education program. This endeavor materialized through the recruitment of an academic advisor, a vital resource catering to the unique needs of individuals focused on pursuing higher education.

As we progressively advance and transition back to our intended 16-hour curriculum, the academic advisor's role will be seamlessly integrated into the class structure. Her presence will serve as a guiding light for adult learners, offering adept guidance and coaching as they embark on their trajectory towards college enrollment and beyond.

Additionally, our instructors are encouraged to assign lessons on career exploration and pathways from our online curriculums, Burlington English, Essential Education, Boardworks, and Aztec.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:
 - i. A full list of all IET programs offered in the reporting year period.

Regrettably, owing to capacity constraints, our ability to offer Integrated Education and Training (IET) classes during the fiscal year was limited to a single instance. Specifically, we facilitated a digital literacy class centered around the Northstar

Digital Literacy curriculum. However, it was only upon the conclusion of the class that we recognized a missed opportunity: our instructor had the potential to proctor the assessments, which would have enabled our adult learners to attain certificates in fundamental computer skills, internet security, and social media proficiency. We plan to offer more digital literacy classes this fall and will have the ability to proctor assessments and provide adult learners with certifications if they pass those assessments.

This retrospective realization is reflective of our dedication towards continuous improvement and optimization of our program offerings.

- ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINC checklist:

Our IET course somewhat fulfilled two out of the three essential components mandated for an IET program. Notably, the course combined adult education initiatives with workforce training activities tailored to a specific occupation. Our instructor attempted to design her lessons using a single set of learning objectives to simultaneously address both ESL instruction and digital literacy components.

However, I must candidly admit that the term "attempt" aptly characterizes our approach. During my attendance at an intensive IET design boot camp, a harmonization challenge emerged as we sought to integrate the theoretical insights gained into the ongoing instructional efforts. This dynamic encounter between theory and practice underscores the complexities inherent in curriculum design and instructional alignment, prompting us to more closely evaluate and modify our strategies.

As we continue to bridge the gap between theory and implementation, our resolve to advance our IET offerings remains strong. I firmly believe that this approach holds the potential to be a transformative solution, addressing both educational attainment and family economic sustainability for our adult learners. We aspire to elevate the synergistic integration of adult education and workforce training activities, ultimately enhancing the educational outcomes and professional preparedness of our participants.

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

3. If your program does not currently offer any IET programs to AE adult learners 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.

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.

Throughout the course of FY23, our onboarding and orientation procedures transformed. In earlier years, our approach to orientation was characterized by a concise, hour-long session that primarily relied on a PowerPoint presentation. However, during the fall of FY23, we implemented a new format. This newly introduced format extended over a span of six hours, divided into two essential components: three hours dedicated to career advising and three hours focused on program-specific insights.

Yet, despite our efforts to enhance the orientation process, we encountered a realization that prompted us to reconsider the duration and content of our orientation programs. Upon thorough evaluation, it became evident that the six-hour timeframe allocated for orientation was not sufficiently comprehensive to equip our adult learners with the requisite knowledge and tools to seamlessly transition into our classes.

The inherent complexity of our online software, coupled with the nuanced program requirements and the need for consistent attendance to realize meaningful learning gains, we recognized the need for a more immersive orientation experience. In light of this understanding, we reassessed our orientation curriculum.

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.

ESL adult learners follow a structured learning schedule, with six hours of weekly instruction. They attend 1.5-hour sessions, four days a week, to steadily improve their English proficiency. Meanwhile, HSE adult learners focus on either math and/or English, dedicating three hours per subject each week. These classes occur twice a week, lasting 1.5 hours per session. However, I am not sure that is adequate intensity. In previous programs, we found that intensity is measured not only by hours offered in the week but also by how long attendance is sustained. For example, attending 2 days out of four for 6 weeks may not be as intense as attending four days for three weeks. We will investigate alternative scheduling as the FY24 progresses.

Our ESL and HSE curricula adhere to the College and Career Readiness Standards, maintaining high instructional standards. We blend traditional and online teaching methods, utilizing BurlingtonEnglish and Essential Education platforms. ESL adult learners benefit from an immersive environment through BurlingtonEnglish, while HSE adult learners find support through Essential Education's resources. We had more of our instructors participate in the researched based professional development – Teaching Skills that Matter, and Training From the Back of the Room – Virtual.

This blend of resources connects classroom and digital learning, providing versatile educational experiences. Projectable in-class lessons, print materials, and online coursework cater to different learning preferences. Moreover, these resources extend learning beyond physical classrooms, enabling adult learners to access personalized content on their devices.

Our approach strives to balance in-person instruction with digital engagement. Leveraging multiple modalities supports learners in achieving their educational aspirations and developing practical skills for their future endeavors.

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.

DACC CECD acknowledges the importance of technology in education and career development. During onboarding, adult learners learn about modern tools through our online portal and assessments. Staff follows guidelines from OCTAE, NRS, DRC, and the state for remote testing. Assessments are done remotely with some in-person. Reliable internet and technology for taking assessments prove difficult for some adult learners. TABE Locator, TABE Class E, and TABE assessments are supervised by proctors who ensure accurate recording.

Our coursework is available in-person and synchronously through Zoom. All class materials are online or in-person. We connect adult learners to wrap-around services in DACC and the community for support.

For learners facing challenges, we offer referrals to DACC student accessibility services and Avanza. Our curriculum includes digital literacy, internet safety, and digital citizenship. Instructors use tools like Microsoft Teams and WhatsApp for communication.

As technology's role grows, adult education must adapt. We're exploring texting programs for instructors and pivoting cameras for hybrid classes. Our program helps adult learners practice digital skills for postsecondary education and the workforce.

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

All classes are grouped by NRS levels based on assessment TABE placement and full battery scores. Reading lessons reflect core components, tailored to student literacy levels. Writing focuses on connecting reading and writing, enabling recording, analysis, personalization, and manipulation of text ideas. Math curriculum includes Essential Education and instructor created digital content. Speaking skills develop through discussions, practicing formal and consultative registers.

All classes meet 6 hours/week, supplemented by 2 hours on our digital platform. Lessons build on foundational concepts, aligning with Essential Education and Burlington English, our HSE and ESL digital platforms respectively, which reinforces classroom teachings.

Our instruction follows Common Core State Standards shifts: content-rich nonfiction, evidence-based reading, writing, speaking, and engagement with complex texts and vocabulary. This empowers adult learners in language acquisition and critical math skills.

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.

Adult learners bring rich experience, clear purpose, and defined goals to education. A successful program prioritizes these needs while simultaneously being attentive to academic content, fostering shared discovery of knowledge. Learning becomes a meaningful, generative process where new and prior knowledge intertwine to form new meanings. It's a shift from passive reception to active pursuit. My approach is learner-centered, guided by evidence-based practices and critical reflection. I draw inspiration from educators like Paulo Freire, Jane Vella, Jack Mezirow, bell hooks, and Stephen Brookfield.

My leadership style blends predictive project management and consensus building. Predictive project management centers on continuous improvement, following three key questions: What? So What? Now What? This approach ensures progress and adaptation in our programs.

Predictive management slightly reframes those questions: If we take this action, what are the likely outcomes? What issues might arise as a result? What significance lies in these outcomes? This collaborative process generates diverse scenarios to anticipate intended and unintended consequences. Preemptively considering possibilities minimizes reactive efforts later, directing more resources to adult learners. It signifies addressing why issues arise as much as fixing them.

Consensus leadership engages staff in issue exploration and resolution. It's time-intensive and requires attentive listening and concise speaking. Though it might seem time-consuming, the benefits of unanimous agreement, when achieved or near unanimous agreement when unanimous agreement can't be achieved, outweigh this investment. In consensus, living with a solution differs from agreeing with it. I've found *Liberating Structures* by Henri Lipmanowicz and Keith McCandless particularly valuable for consensus-based management.

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

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

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

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

563

2. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)
 - Achieved Citizenship Skills 21
 - Voted or Registered to Vote 8
 - Increased Involvement in Community Activity 91
3. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

All IET programs extend inclusivity to adult learners engaged in ESL and adult education classes. Particularly for classes funded through IELCE (Integrated English Literacy and Civics Education) under section 243 funds, we are in the process of implementing an evaluative process. This process begins with the hiring of two positions dedicated to IET design and involves aligning the objectives and aspirations of our IET programs with those of the IELCE classes, fostering the development of modified class objectives that establish a shared framework of objectives between the two.

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

The IELCE program at DACC will be designed to equip adult learners with the necessary skills to confidently transition into unsubsidized employment opportunities. While we prioritize this preparatory aspect, the actual placement of adult learners in suitable employment roles is a collaborative endeavor that relies on the active involvement of our partners within the WIOA core programs.

Presently, we are enhancing our operational framework by establishing a comprehensive referral and case management system. We anticipate that the full-time instructor and full-time career navigator/advisor will develop and implement this system. This strategic augmentation is geared towards facilitating seamless co-enrollments across all partnering entities. A noteworthy facet of our implementation plan is to leverage the working relationship with our parent organization. This synergy empowers us to not only develop innovative IET programs but also align them with curricular objectives that align harmoniously with the rigorous standards stipulated by IELCE.

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

The insights I gained from the IET boot camp this summer emphasized the significance of a design process that begins with research and assessment. This strategic approach serves as the foundation for comprehensively understanding the intricate interplay of regional workforce dynamics, the unique needs of adult learners, and the array of available resources. Regrettably, upon scrutinizing the development of prior IET courses, I encountered a notable absence of documentation related to this pivotal planning phase.

A discerning analysis revealed that the previous IET programs seemed to center more around the program's capacity rather than being firmly grounded in the genuine needs of our learners. This realization has illuminated a crucial area of growth and development for us. In the upcoming year, our concerted focus will be on rectifying this disparity. While maintaining a commitment to sustaining some IET programming based on our current capacity, we recognize the vital imperative of dedicating our efforts to intensive research and assessment followed by designing and planning of program goals and learner experiences that address the needs of businesses and adult learners.

By proactively engaging in this research-driven approach, we endeavor to embrace the authentic essence of IET programming – an approach that is profoundly learner-centered and attuned to the ever-evolving demands of the workforce landscape.

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

Reflecting on my experience during the IET boot camp, I found it to be an invaluable experience in shaping my perspective and understanding of the multifaceted journey ahead. The boot camp offered me a candid portrayal of the intricacies and challenges inherent in the implementation of IET programming as originally intended. The realization of the substantial work ahead was both eye-opening and, at times, daunting.

A pivotal aspect the boot camp experience was the collaborative setting within our state groups. The opportunity to engage in brainstorming sessions and candidly discuss the challenges we encounter proved to be essential. This platform facilitated the exchange of ideas, insights, and strategies that have the potential to reshape our approach and refine our endeavors.

Furthermore, recognizing the significance of learning from successful implementations, I am keen to explore the prospect of visiting Santa Fe Community College's Wind initiative. Observing their effective execution of IETs in action could offer us valuable insights and best practices that could be harnessed for our own progress.

In contemplating the road ahead, I am interested to enlist the expertise of the skilled facilitators from the IET boot camp in a consulting capacity if those activities would be fundable under our new TANF IET grant's professional development line item. Their guidance, support, and ongoing mentorship could prove to be instrumental as we navigate the intricacies of IET programming. As we prepare to onboard new team members, I am optimistic that securing such professional development support would be a judicious investment, one that could catalyze our journey toward successful IET implementation.

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

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

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

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served:
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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. \$209,744

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

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

Total hours contributed	Fair Market Value per Hour	Total

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

Total hours contributed	Fair Market Value per Hour	Total

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

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

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

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
21,747	\$5.75	\$125,045

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 2022-2023.

Source	Amount
DACC I & G Funding	\$96,289

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount