New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report
Cover Page

Program Name:	**Adult Education**
Institution or Organization:	**Eastern New Mexico University-Roswell**
Address:	**52 University Blvd.**
City:	**Roswell**
County:	**Chaves**
Zip:	**88203**
Main Phone:	**575-624-7271**
Website:	**www.roswell.enmu.edu**
Social Media:	ENMU-R Adult Education	Instagram, Facebook	Linktree ENMU-Roswell Adult Education (@enmuroswellae) • Instagram photos and videos ENMU-Roswell Adult Education	Roswell NM	Facebook
Workforce Region(s) Served:	**Eastern Area Workforce Region**
New Mexico Counties Served:	**Chaves and Roosevelt**
Submission Date:	**9-3-2024**
Program Director, Manager, or Coordinator Name and Title:	**Matthew Rincon, ENMU-Roswell Adult Education Director**
Contact Information:	Phone(s): **575-624-7442**
	Email: **Matthew.Rincon@roswell.enmu.edu**
Alternate Contact Name and Title:	**David Castro, ENMU-Roswell Adult Education Assistant Director**
Contact Information:	Phone(s): **575-624-7260**
	Email: **David.Castro@roswell.enmu.edu**

Shawn Powell

9-3-2024
DATE

Signature of the Chief Executive Officer or Designee

Dr. Shawn Powell-President of ENMU-Roswell

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.*

1.1 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.

Our program is located on the Eastern New Mexico University-Roswell Campus. We serve the Chaves County area and local communities, along with some classes in Roosevelt County. The services we provide under WIOA Title II Include the following:

- *Adult Education: We offer foundational instruction in Reading, Math, and Language specifically designed to help adults aged 16 and over in obtaining their High School Equivalency Credential.*

- *English Language Acquisition: We offer English language instruction to help non-native speakers in further developing skills in reading, writing, and speaking the English Language. An emphasis is placed on how to communicate effectively in everyday life situations to aid in access to employment opportunities and entering post-secondary education.*

- *Family Literacy Activities: Our partnership with Parkview Early Literacy Center facilitates a joint effort to provide family literacy activities for parents while simultaneously helping them improve their English language proficiency in speaking, reading, and writing, as well as working towards obtaining a High School Equivalency Credential. In August 2024, we renewed our memorandum of understanding with the Roswell Independent School District. Classes are held at this location twice a week during the Roswell Independent School District's academic year.*

- *Integrated Education and Training: We provide IET programs in the following areas, Certified Nurse Assistant (CNA), Emergency Medical Technician (EMT), and Entrepreneurship. Workforce preparation activities are also included such as Critical Thinking, Teamwork, Leadership, Problem Solving, Digital Literacy, Self-Management, Workplace Etiquette, and many skills needed to be successful in today's workplace.*

- *Corrections Education: We provide Highschool Equivalency classes for corrections populations in the Roosevelt County Detention Center. Proctors within the facility are TABE certified and assist with student enrollment. High School Equivalency classes at this site are offered virtually three days a week. We provide adult education and literacy activities and referrals to our nearby site at the Portales Chamber of Commerce for inmates that are released and need an alternate location to continue working toward their High School Equivalency completion.*

- *Integrated English Literacy and Civics Education (IELCE): We offer instruction on citizenship preparation, U.S. history and government. This instruction is simultaneously paired with our English language acquisition classes. This instruction is particularly targeted at non-native speakers of English who are seeking to integrate into American society.*

- *Workforce Preparation Activities: We provide instruction designed to equip adults and youth with essential skills for successful employment, including critical thinking, problem-solving, digital literacy, and key soft skills like teamwork and communication. A major component of our workforce preparation is delivered through our Entrepreneurial Skills Training IET program.*

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1.2 **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.**

- *In the FY 23-24 program year, we made staffing changes, including hiring four additional instructors for our New Mexico Youth Challenge High School Equivalency classes. Historically, we were understaffed in this area, but we are now fully staffed. Additionally, we experienced the departure of three instructors due to retirement and other personal reasons. While we were unable to fill the Career Navigator position earlier in the year, we now have the necessary funds to fully support this role*

- *Programming for the 23-24 FY year remained relatively constant in terms of locations served and adult education sites.*

- *Goals: We completed a 3 year internal strategic plan for our department including initiatives in rebranding, attendance recording, post testing strategy, orientation scheduling, website redevelopment, creation of a department master calendar, setting specific class blocks, setting specific training and internal PD dates, and review of our onboarding process and how to best make data informed decisions regarding its development.*

  Additionally, this plan incorporates the addition of a Career Navigator position, individual class and site performance tracking, use of program wide student survey feedback, off campus team building events, levels of LACES access for instructor use, standardizing curriculum, and lastly review of department culture ensuring it is deep seeded in data and remains student centered.

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1.3 **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?**

I believe our classes can best be described as dynamic and constantly evolving, as we are always seeking ways to enhance our service to students. Given our continuous enrollment model, we must adapt to the steady influx of new students. To improve this process, we plan to implement a shortened class cycle that repeats throughout the semester, rather than running one long semester of classes. This approach aims to reduce the number of new students joining during advanced lessons, which can leave them feeling lost or out of place. By repeating the curriculum every 7 to 8 weeks (a time frame we are still refining), we can maintain continuous enrollment while easing the transition for both students and instructors.

In addition, we are prioritizing digital literacy, distance learning, and digital equity as core elements of our program practices. To support this, we plan to continue efforts in providing a hybrid option for many of our classes and continue our partnership with the Project C3PO grant to help bridge the gap in digital equity. Through this partnership, students who complete a digital literacy class can receive a hotspot for internet connectivity and a laptop. This initiative not only empowers our students with essential technology but also ensures they have the tools needed to succeed in our increasingly digital world. Professional development will continue to focus on classroom management and the effective use of technology, further strengthening our ability to meet these evolving needs.

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1.4 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.

Formal Partnerships:

- *ENMU-Roswell and Campus System - Our Adult Education Department has a formal partnership with ENMU-Roswell and the Eastern New Mexico University system which governs our department's functions. The ENMU system comprises of the main campus in Portales and branch campuses in Roswell and Ruidoso. This system is overseen by a Board of Regents responsible for making key decisions about university policy, budget, and overall direction.*

- *Roswell Job Corps- All adult education courses in basic literacy, numeracy, and English as a Second Language are available to RJCC students to help enhance their foundational skills, supporting their academic success, performance in training programs, and readiness for the workplace.*

- *New Mexico Youth Challenge Academy (NMYCA) - Our partnership with New Mexico Youth Challenge involves supporting youth between the ages of 16-19 in completing their high school equivalency and to improve their basic education skills. This population often consists of at-risk youth who have not yet completed education through a traditional high school. Two student cohorts are served each year with student enrollment ranging from 50-100 students per cohort. Each student cohort is 22 weeks (about 5 and a half months) in length with 16 weeks (about 4 months) devoted towards High School Equivalency obtainment. The impact of our partnership enables youth to overcome challenges in a structured environment allowing them to focus on education, life skills, and physical training.*

- *Roswell Independent School District (RISD) - An updated MOU between our Department and RISD was signed in FY 23. This MOU specifically outlines our functions at Parkview Early Literacy Center. Under this agreement our collaborative services will support families of the community by delivering adult education classes such as English as a Second Language and General Education Development. Recruitment of students comes mostly from RISD schools through the Family Engagement Specialists. Recruitment also comes from parent/student outreach from ENMU-Roswell Adult Education. Classes at this location operate in line with the RISD school year.*

- *Chaves County Comprehensive Strategy Board (CSB) - This is a multi-agency board composed of local associations that convene monthly to address the disproportionate representation of minority youth within the Chaves County Juvenile Justice System. Participation in this board has continued throughout the 23-24 FY.*

- *Eastern Area Workforce Development Board- We collaborate closely with the Eastern Area Workforce Development Board to provide mutual student referrals between our agencies for HSE preparation, job placement, tuition assistance, and work experience. We collaborate in data sharing and tracking student outcomes with official student releases of information. Also, we have continued to offer an Entrepreneurial Skills Training Program for students co-enrolled in Adult Education and the WIOA youth program, (Ages 16-24).*

Informal Partnerships:

- *TRIO Educational Opportunity Center (EOC) - Every adult education student that has completed his/her high school equivalency credential and is interested in enrolling into post-secondary education is referred to EOC to begin their Financial Aid and scholarship application processes.*

- *Portales Chamber of Commerce- ESL and HSE classes are offered at this location three days per week. These classes are offered both in person and virtually.*

- *Literacy Coalition of the Permian Basin- we have continued our membership with the Literacy Coalition of the Permian Basin taking advantage of any sub-grant opportunities and support.*

- *Court Appointed Advocates CASA- Students are regularly co-enrolled between our agencies to coordinate efforts in tracking progress towards high school equivalency completion and referrals. Coordination with CYFD and the Juvenile Community Corrections Panel has continued. We meet regularly to develop individualized plans in remediating youth education challenges.*

- *Grace Community Church- ESL classes continued at this location on Wednesdays and Sundays. Childcare was also provided for parents attending class.*

- *Church on the Move- HSE classes continued at this location. An Adult Education Instructor is provided while the church provides the location.*

- *Roosevelt County Detentions Center (RCDC) - HSE classes continued but only in a virtual capacity for justice involved individuals.*

- *Assurance Home- Our partnership with Assurance Home consisted of student referrals for those in need of immediate housing.*

- *Roswell Literacy Council- Adult Education continued its collaborative work with the Roswell Literacy Council to provide high school equivalency tutoring for NMYCA cadets.*

1.5 **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:**

1.5a. **What were your PL priorities in 2023-2024 and generally speaking, how did you address them?**

Our top three priorities for FY 23-24 were Instruction, Communication, and Partnerships. For instruction we wanted to ensure Instructors had adequate training, support, and equipment for distance or hybrid learning. An instructor who is confident in using their tools will provide effective service. To address this program need, we ensured instructors were made aware of available professional development such as the Google Intensive Institute, Teaching from the Back of the Room, Tech Tuesday's, and other opportunities as they became available; as a program we also provided training on these tools and resources for effective use.

Communication was our next priority, specifically through social media and our online image. Our goal with this was to increase our online presence and provide a welcome space for community interaction. We had partial success in this effort, our online image was improved through our website

hosted on the ENMU-Roswell Webpage. We were fortunate enough to work with the new webmaster on campus and update the site to provide accurate and appealing content. We were not as active on social media, but we did add a "hub" for the community to access information about our campus. This was accomplished by creating a Linktree account that we embedded into the program's social media pages. It provides links to our website, NMHED Adult Education student sign-up portal, campus resources, and other helpful sites. Now that our website is updated and requires less maintenance, we can shift our focus to enhancing our social media presence in the coming year.

The third and final priority was strengthening partnerships, particularly establishing a referral system with WIOA partners. We have implemented the MyHub referral system in collaboration with our local Workforce Connections office, which allows us to refer students and track their progress through WIOA partners. However, we need to increase the utilization of this system and make it the primary method for student referral and tracking, as there is still room for improvement. Our other formal and informal partnerships, especially with NMYCA, remain strong. Communication between our agencies has significantly improved, enhancing student success. Additionally, NMYCA has purchased Chromebooks for student use in the classroom, further supporting our collaborative efforts

1.5b.   <u>**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?**</u>

The most impactful experiences for our staff have been professional development sessions focused on instructional strategies, such as Training from the Back of the Room, Google intensives, and Tech Tuesdays. These sessions have significantly boosted our staff's confidence in managing both digital tools and their classrooms. Additionally, we've conducted training on specific tools used within our classes and department, including custom spreadsheets designed to track student progress, attendance, staff time and effort, appointments, and orientations. These enhancements have enabled us to capture data more accurately and efficiently.

1.5c.   <u>**What were your main successes and challenges in implementing your PL Plan?**</u>

The main success in implementing our PL plan was the improvement of our staff's knowledge and proficiency with classroom technology and instructional methods. Many of our instructors now offer a digital component in their class that allows students to participate and learn if they cannot attend in-person. Confidence in using the available technology to its fullest will allow our staff to continue growing and adapting to new practices as they appear. This growth mindset will lead to continued success in student outcomes and accurate data collection.

The biggest challenge we faced was coordinating our large number of staff to attend trainings and opportunities with our available budget. We had 26 instructors that worked throughout FY 22-23, each with a unique schedule, responsibilities, and skill level. This made it difficult to organize department-wide trainings, but we still managed to host a Training from the Back of the Room and facilitated the attendance of various virtual webinars within our department. We made sure to work with individuals if they were interested in webinars offered at times that didn't align with their availability. We believe we worked to the best of our ability to navigate this challenge while still ensuring our staff received the necessary professional development.

1.5d.   <u>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?</u>

I believe we were largely successful in implementing the NMHED-AE Professional Learning Policy, though we encountered some challenges with sessions being scheduled on Fridays, which isn't feasible for most of our instructors. Shifting these sessions to Monday through Thursday would help us more easily adjust schedules and stay within budget. Additionally, we would benefit from more sessions focused on organizational development, such as the upcoming CPI institute in September 2024.

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)   **697**

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD)   **196**

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)   **45.91%**

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%	**37.65%**	**50.49%**
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	**100%**	**16.67%**
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	**44.04%**	**42.44%**
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	**47.87%**	**45.11%**
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	**$3,675.63**	**$4,029.50**

Section III. Evaluation of Program Effectiveness

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

    3.1. <u>**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.**</u>

Our retention rate for PY 2022-2023 was 67.7%. Our retention rate for PY 2023-2024 was 78.5%. When comparing our retention rate from FY 2022-2023 to FY 2023-2024 we saw an increase of 10.8 %. We believe the increase in retention is due to more frequent student check-ins. We have developed a system of auditing all student files A-Z to ensure each student is contacted regarding their performance in the program and in evaluating their individual needs. We have also noticed specific declines in retention around holidays and specific times of the year and have made an intentional effort in contacting and following up with students around these times. Additionally, any student that has been designated as "left" or "Incomplete HSE Attainment" in LACES is contacted to get them reengaged with the program. The ability to text students directly from LACES has reduced the workload by contacting many students.

3.2. <u>**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.**</u>

Despite considerable effort to achieve a 50% post-testing rate, our program fell short by 4%. We have already implemented several programmatic changes to address the lower-than-expected post-test percentage:
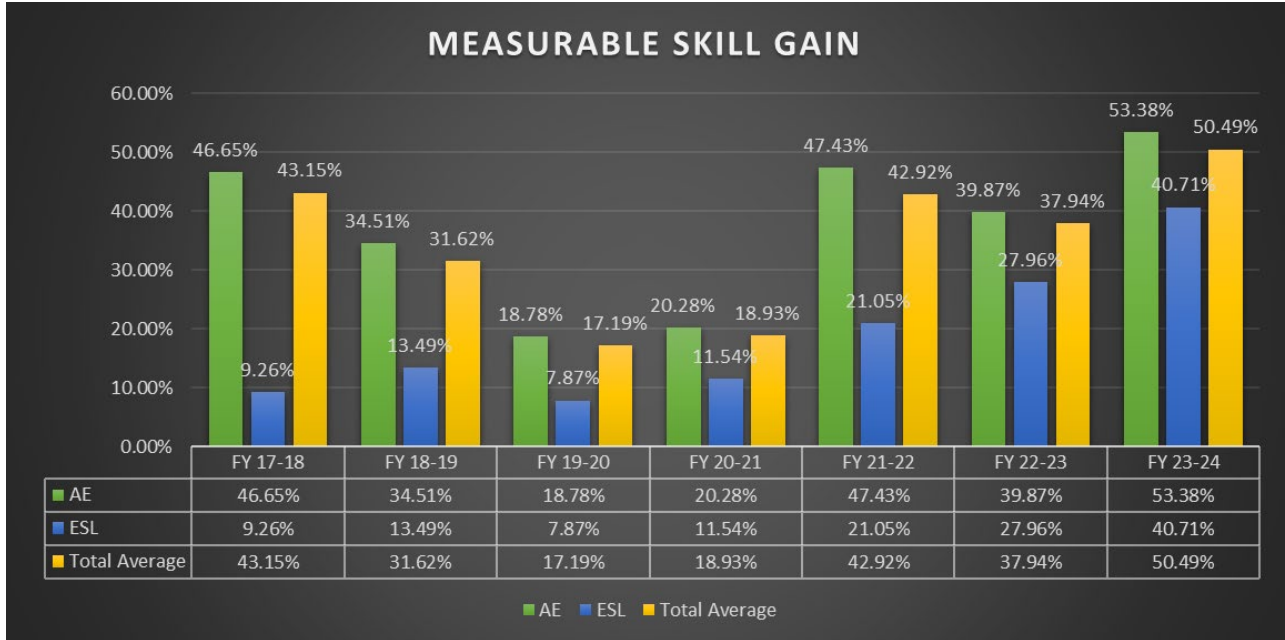
Changes include:

- *Regular Tracking and Monitoring: We are now exporting bi-weekly lists of eligible students to track and monitor instructional hours and progress more closely. This will allow us to identify students eligible for post-testing sooner. Students who are ready for post-tests will be flagged on digital timesheets, providing instructors with a quick and easy visual reference.*

- *Incentives for Post-Testing: We are introducing incentives for students who complete post-testing, including small prizes and public recognition, to encourage participation.*

- *Adjusted Testing Schedule: For our upcoming New Mexico Youth Challenge classes, we have moved the post-test dates earlier in the cycle. This change will help prevent students from leaving the program with significant instructional hours but without having taken a post-test.*

- *Integrated Post-Test Dates: Post-test dates are now being incorporated into instructor curricula, with designated dates for entire classes to ensure consistent post-testing.*

- *Enhanced Communication: We are using the LACES student data management system to increase communication with students via phone calls and text messages. Direct messages are being sent to emphasize the importance of post-testing once students are eligible.*

- *Data-Driven Culture Shift: We have made a significant shift towards a data-driven culture within our program, focusing on comprehensive student progress, completion, data reporting, and the critical need for post-testing. Staff and instructor training has been conducted to reinforce the importance of post-testing for every eligible student. We anticipate a significant increase in post-testing rates in the 24-25 program year.*

These changes reflect our commitment to continuous improvement and ensuring that our students achieve the best possible outcomes.
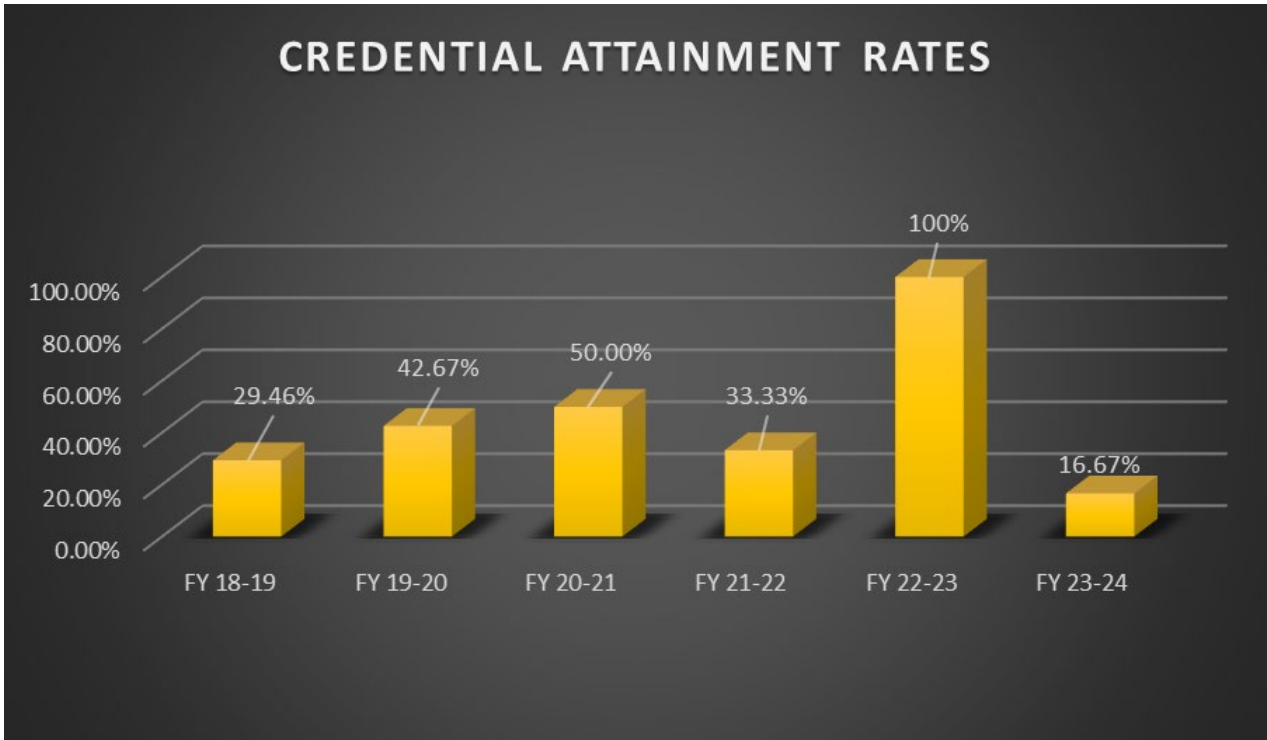
3.3. <u>**Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.**</u>

MEASURABLE SKILL GAIN

|	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24
AE	46.65%	34.51%	18.78%	20.28%	47.43%	39.87%	53.38%
ESL	9.26%	13.49%	7.87%	11.54%	21.05%	27.96%	40.71%
Total Average	43.15%	31.62%	17.19%	18.93%	42.92%	37.94%	50.49%

Our program exceeded the negotiated target levels and state goals for Measurable Skill Gain. An increase of 12.55% MSG overall was achieved from the previous program year with a 12.75% increase in ESL and a 13.51% increase in Adult Education. We believe this is largely attributed to staff professional development, intensive student tracking, and the ability to capture IET specific measurable skill gains.

CREDENTIAL ATTAINMENT RATES

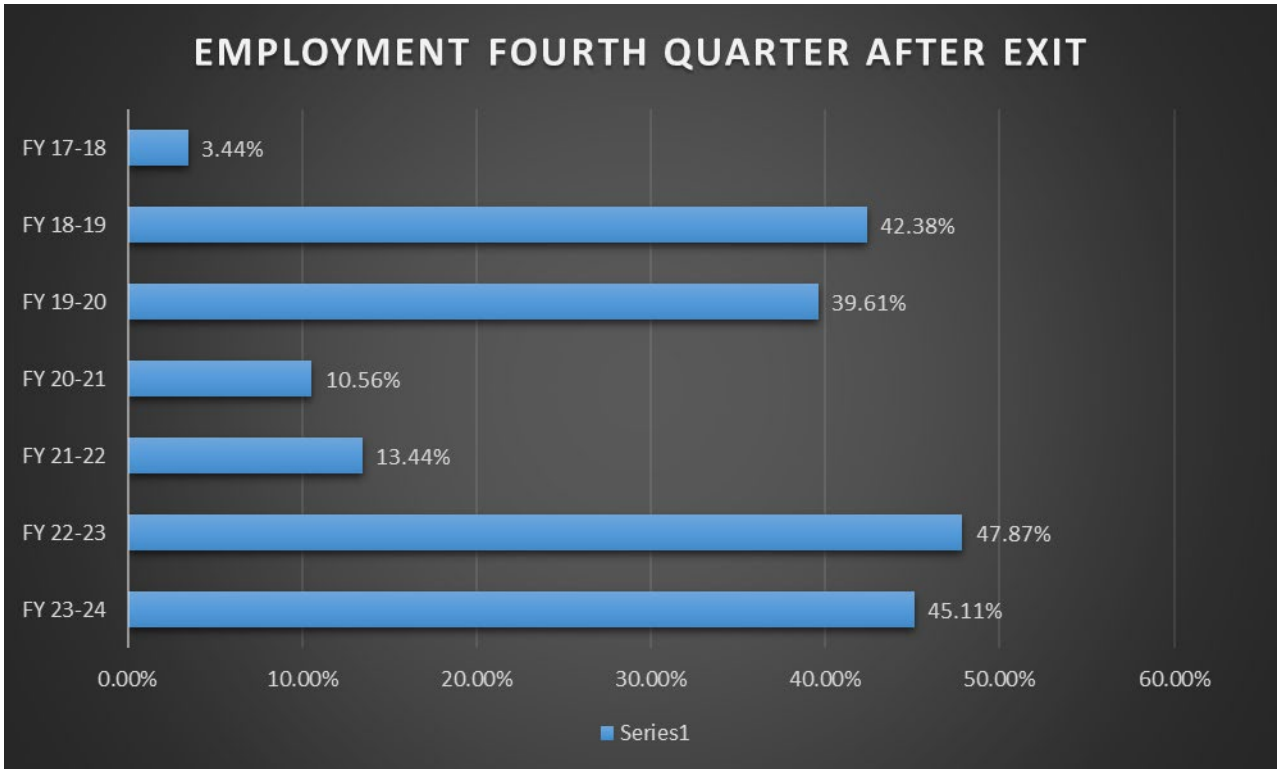| FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 22-23	FY 23-24
29.46%	42.67%	50.00%	33.33%	100%	16.67%

We have observed a decline in credential attainment compared to the previous fiscal year. Given that last year we achieved a 100% credential attainment rate, we believe this discrepancy may be due to a data reporting issue. We are actively working to investigate and fully understand the cause of these data changes, and we are taking steps to ensure that every non-HSE credential is accurately recorded moving forward.
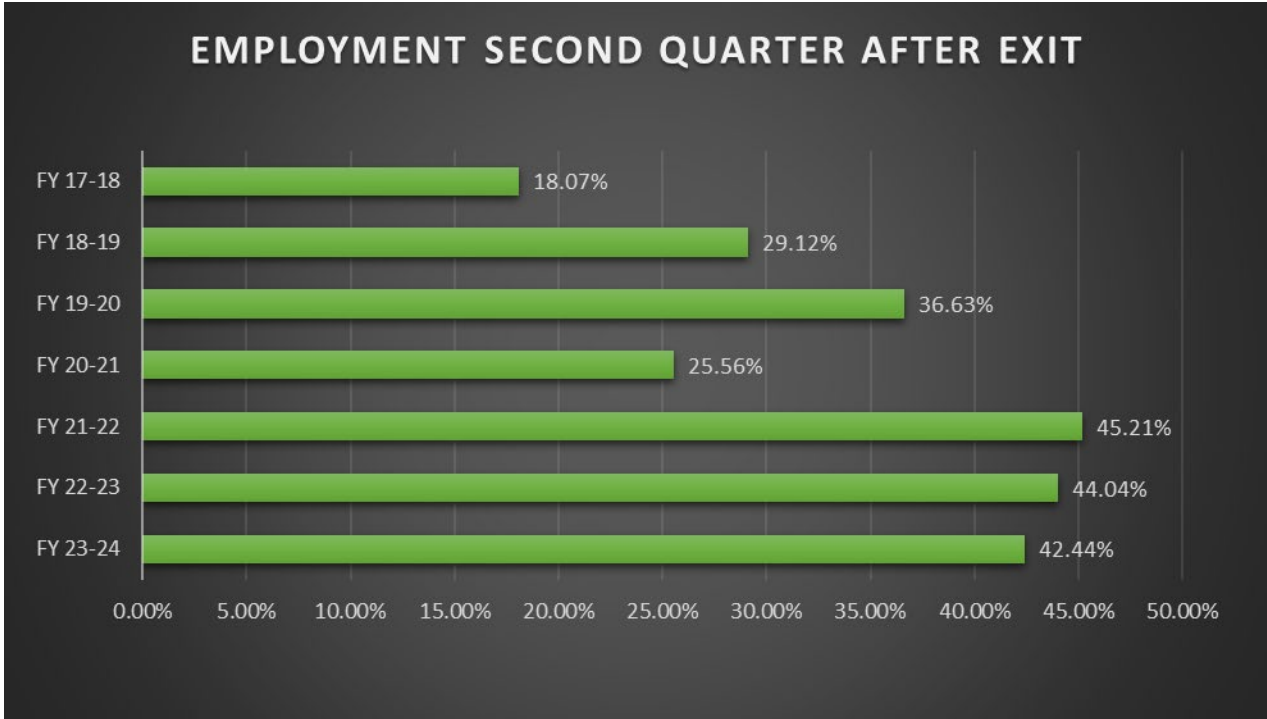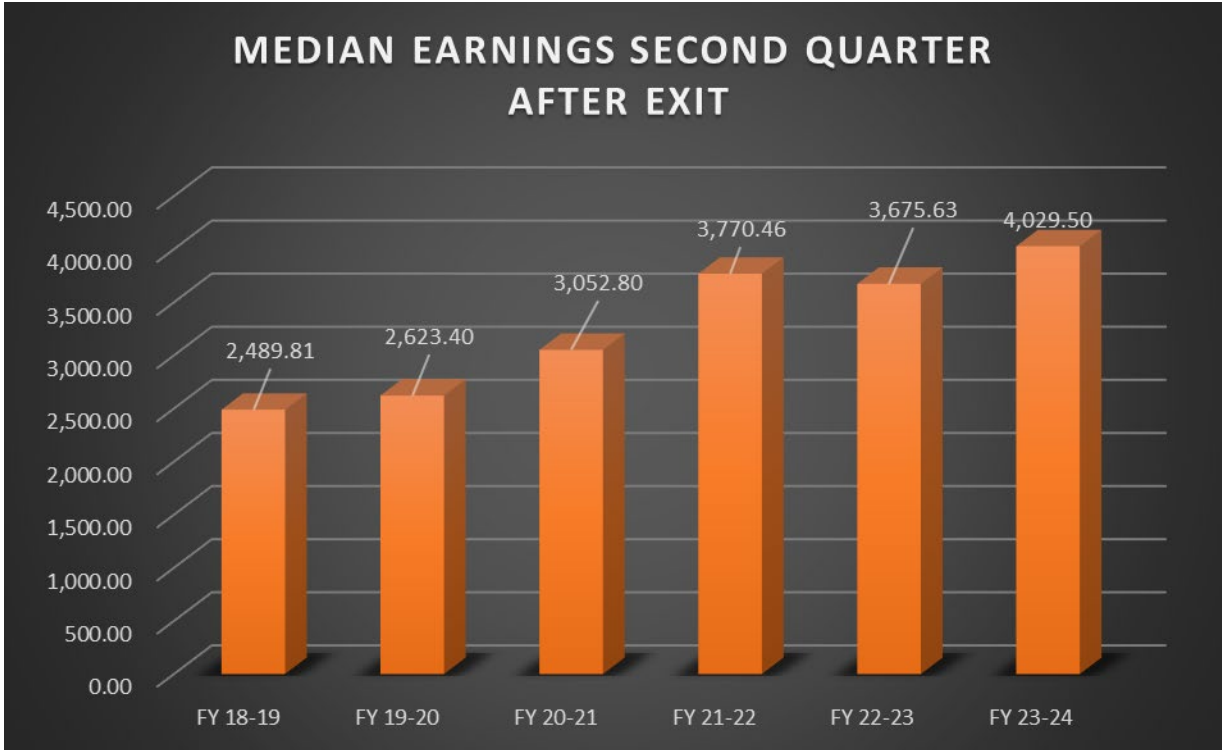
Our program exceeded the negotiated target levels and state goals for Employment Second Quarter After Exit. A decrease of 1.6% overall was experienced from the previous program year. This is above the Negotiated Level of Performance by 18.44% and above the State Goal by 0.44%.

EMPLOYMENT FOURTH QUARTER AFTER EXIT

Fiscal Year	Percentage
FY 17-18	3.44%
FY 18-19	42.38%
FY 19-20	39.61%
FY 20-21	10.56%
FY 21-22	13.44%
FY 22-23	47.87%
FY 23-24	45.11%

■ Series1

Our program exceeded the negotiated target levels and state goals for Employment Fourth Quarter After Exit. A slight decrease of 2.76% was experienced from the previous program year. This is above the Negotiated Level of Performance by 20.11% and above the State Goal by 3.11%.

MEDIAN EARNINGS SECOND QUARTER AFTER EXIT

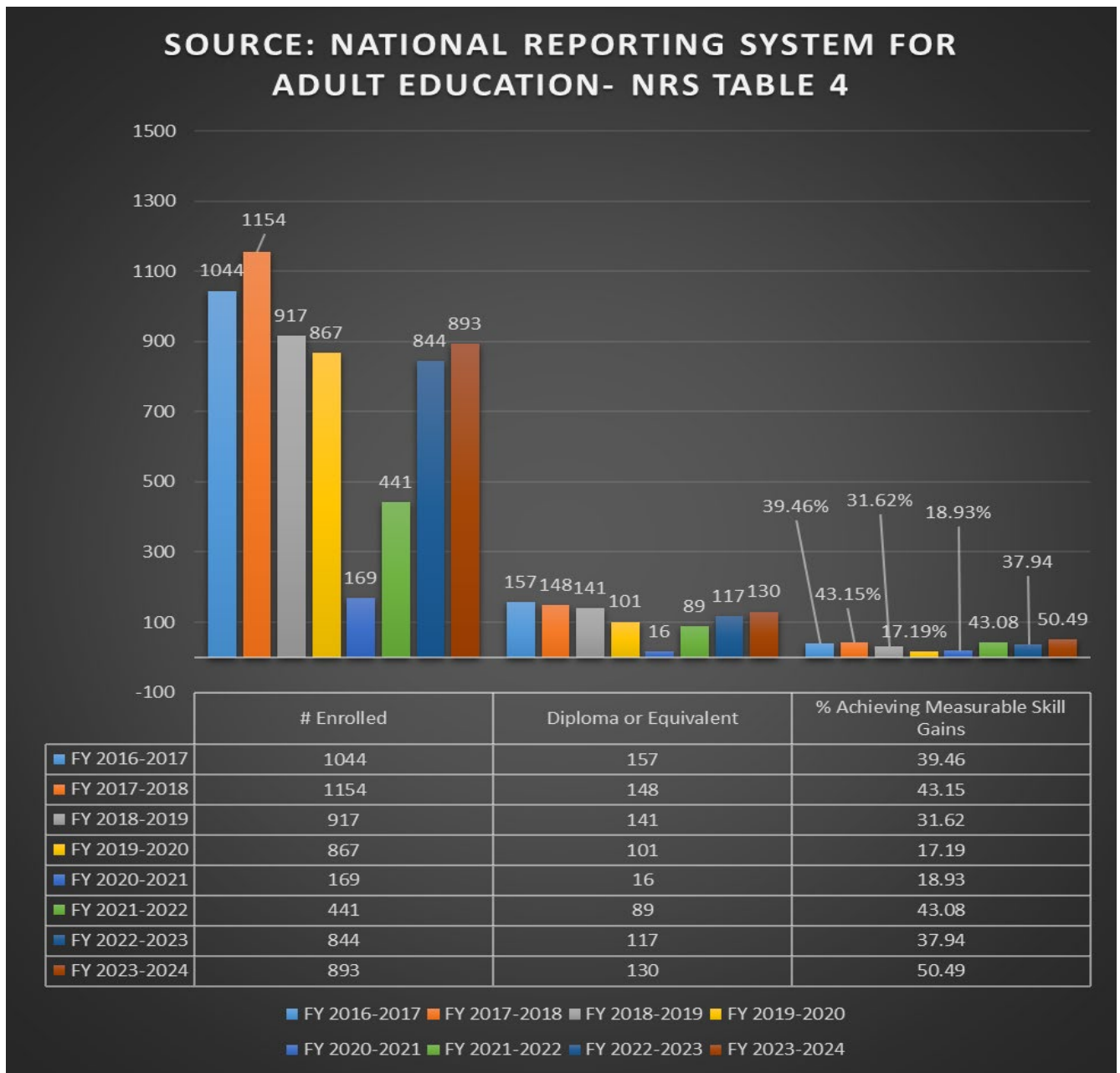| FY	Median Earnings
FY 18-19	2,489.81
FY 19-20	2,623.40
FY 20-21	3,052.80
FY 21-22	3,770.46
FY 22-23	3,675.63
FY 23-24	4,029.50

Data for Median Earnings in the Second Quarter After Exit for FY 23-24 shows an increase of $353.87 compared to the previous fiscal year. This result exceeded the negotiated target by $279.50 but fell $470.50 short of the state goal. Despite our efforts to capture accurate median earnings information for every student, we recognize the need for further improvement. To address this, we will place additional emphasis on student surveys, supported by the addition of a Career Navigator position.

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

Our program successfully met most negotiated targets and state goals, except for the Credential Attainment Rate and the Negotiated State Target for Median Earnings in the Second Quarter after Exit. To improve our Credential Attainment Rate, we are focused on capturing every relevant data point beyond HSE attainment, which we believe will significantly enhance our results. To address the shortfall in meeting the Median Earnings target, we will support our efforts with the addition of a Career Navigator position to provide targeted support in this area.

3.5. <u>**Consider your performance data from the last and previous program years. Discuss overall trends.**</u>

SOURCE: NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION- NRS TABLE 4

	# Enrolled	Diploma or Equivalent	% Achieving Measurable Skill Gains
■ FY 2016-2017	1044	157	39.46
■ FY 2017-2018	1154	148	43.15
■ FY 2018-2019	917	141	31.62
■ FY 2019-2020	867	101	17.19
■ FY 2020-2021	169	16	18.93
■ FY 2021-2022	441	89	43.08
■ FY 2022-2023	844	117	37.94
■ FY 2023-2024	893	130	50.49

■ FY 2016-2017 ■ FY 2017-2018 ■ FY 2018-2019 ■ FY 2019-2020
■ FY 2020-2021 ■ FY 2021-2022 ■ FY 2022-2023 ■ FY 2023-2024

One notable trend in our program is the 5.64% increase in enrollment from the previous year. Additionally, our measurable skill gains (MSG) rose by 12.55%, and diploma attainments increased by 10.53%. A key strength of our program is consistently meeting the state's MSG goals for both PY 22/23 and FY 23/24, while continuing to enhance our performance year over year. We've also made strides in improving enrollment and retention rates.

Breaking down our MSG attainment by HSE, ESL, and IET students reveals that our greatest success lies in the MSG attainment of our IET students, likely due to IET-specific achievements, such as

MSG type 3. However, EFL gains for this group were the lowest among our three main populations for both PY 22/23 and PY 23/24. This could be attributed to our IET students scoring higher on average on the TABE assessment, making it more challenging to achieve EFL gains.

We also met our MSG goals for HSE students, which can be linked to our strong HSE attainment rates. However, these students slightly underperformed compared to the State Goal for EFL Gain. To address this, a major area of improvement for our program would be to increase the post-test percentage among our students. Additionally, we plan to analyze our instructional methods, class structure, and other factors to identify areas for improvement, ensuring students achieve better post-test results.

For our ESL students, while the EFL gain percentage is higher, their testing rates are comparatively lower. This may be due to our adoption of the TABE CLAS-E as the standard assessment method for ESL students, replacing Best Plus. This suggests that increasing the testing rates for our ESL population could significantly improve our overall outcomes.

3.6. **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.**

Our program utilizes data to drive the quality and effectiveness of the services we provide strategies we will use in the coming year to promote continuous improvement include:

Continuous use of a student tracking spreadsheet for NMYCA cadets is used to monitor pre and post testing scores, EFL gains, and completion of the HiSET exam. This spreadsheet provides a quick visual of how the current cycle is performing. This enables us to provide early intervention for students that may be falling behind. We are also able to compare data of previous cycles to ensure we are aligned with our average completion goals. This sheet provides a quick outline of performance that could be beneficial in other areas outside of NMYCA. We plan on implementing it program wide for PY 24-25.

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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.

4.1. **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. <mark>Do not</mark> fill this out without reading the entire appendix carefully. <mark>Do not</mark> 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	893	$14,859.78	$30.80
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	893	$11,310.75	$30.80
Referrals to and coordination of activities with other programs and services.	Career Service	893	$0.00 All of this is managed by Administrative Staff who are funded by State resources	$0.00 All of this is managed by Administrative Staff who are funded by State resources
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	893	$121.50	$0.54
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; 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	893	$121.50	$0.13
Total:			$26, 413.53	
Integrated Education and Training (IET) programs	Training Service	88	$26,205.49	$297.78

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

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

Specific activities include the co-location of services. The New Mexico Workforce Connections office remains housed at the ENMU-Roswell campus, facilitating collaboration on our Entrepreneurial Skills Training program, student recruitment, co-enrollment, and the provision of on-the-job office skills training for work experience participants.

On April 4th, we had the opportunity to attend the Eastern New Mexico All-Systems Training initiative in Clovis, NM. This event was instrumental in bringing together regional core partners to foster stronger collaborations, encourage open dialogue, and deliver targeted training for Eastern New Mexico partners. The event successfully enhanced our collaborative efforts in improving the quality of services in the Eastern region.

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4.3. **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?

We aligned Adult Education and Literacy Activities in the following ways:

We ensured that all students, regardless of their background, had access to essential educational opportunities, job prospects, and avenues for civic engagement. Within our Adult Education Department, we provided work experience opportunities that combined skill development with academic and occupational education. Through this approach, we matched youth with mentors in career paths of interest particularly in office skills, helping them develop critical social and communication skills. This not only enhances their employability but also makes them more attractive candidates for future job opportunities.

We also co-enrolled both youth and adult populations to deliver a comprehensive range of services that address barriers to employment, post-secondary education, and job attainment. Many of these students are basic skills deficient, English Language Learners, and seeking a high school equivalency diploma.

Throughout the program year, we made student referrals from Adult Education to various programs, including WIOA Title I Adult, Dislocated Workers, and Youth Programs; Title IV Vocational Rehabilitation (DVR); Title V Job Corps; and Temporary Assistance for Needy Families.

What's working well:

The placement of work experience participants within Adult Education has been particularly successful in helping them gain interpersonal and office skills. Additionally, the co-enrollment of students has proven effective in reducing barriers to both employment and educational attainment.

Biggest challenges:

One of our main challenges has been securing adequate funding to hold two Entrepreneurial Skills and Training Cohorts per year, as this funding is largely dependent on our workforce partners.

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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.

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

Career planning and advising is built into our Adult Education program in the following ways:

- *During onboarding every student is exposed to career planning by completing a self-assessment which prompts students to outline goals for the future, personal goals, and challenges that might impede those goals. Students are also offered a career interest assessment tailored to ENMU-Roswell programs of interest.*

- *As part of the onboarding process, each student is provided an individualized education plan, specifically outlining their class schedule, assessment scores, notes on barriers to attendance, and the steps to complete the program.*

- *We collaborate with local workforce partners to provide career advice in exploring job opportunities and aid in addressing any potential barriers to that career. Both Adult Education staff and Workforce partners help with resume building, transportation barriers, and in remediating childcare concerns. With our Integrated and Education Programs, we can provide clear pathways to industry-recognized credentials.*

- *Tracking progress and check-ins have become increasingly important in retaining students. Milestones such as HSE obtainment, entering post-secondary education, NRS level gains, credential obtainment and job obtainment are being regularly monitored to ensure students are on track to meet their career goals. Often, students seek help from Adult Education even after completing the program. Retaining positive relationships with local businesses, workforce partners, and organizations is vital to effectively link students to services outside the scope of Adult Education.*

5.2. **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) | *105* |

5.3. **What percentage of your NRS students participated in IET programs**   *15.06%*

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

5.4. **Enter MSG rate of your IET participants**   *123.15%*

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

5.5. <u>Discuss successes, challenges, and lessons learned from IET programming this year.</u>

Successes from our IET programming this year include continued collaboration with workforce partners and the Eastern Area Workforce Development Board. We successfully completed two Entrepreneurial cohorts in the 23-24 FY. Across all three of our IET programs (EMT, CNA, and Entrepreneurial), we served 105 students—an increase from 66 students last year. Additionally, we benefited greatly from the In-Person IET Institute, which deepened our understanding of the three core components necessary for a comprehensive and effective IET program: Adult Education and Literacy Activities, Workforce Preparation Activities, and Occupational Skills Training. A key achievement was the development of unified learning objectives for each of our IET programs.

This year's challenges included resource constraints and staffing issues. Limited staff availability led to burnout, which impacted on our ability to manage all program requests. Additionally, we faced difficulties with student recruitment and retention in our Entrepreneurial program. Keeping students engaged throughout the 12–14-week program was particularly challenging, as many struggled to balance their family and work responsibilities. The program's demands require a substantial commitment, and students must be highly invested and dedicated to succeed.

One important lesson learned this year is the need to capture every possible IET Specific measurable skill gain. Although our post-testing rate was lower than desired, effectively capturing these outcomes contributed to a high overall program measurable skill gain percentage. By maintaining high post-testing rates early in the year, combined with focusing on IET-specific MSGs, our program can achieve an unprecedented level of measurable skill gains

Section VI. Curriculum and Instruction

6.1. <u>**Please describe your program's orientation and onboarding process. Make sure to include the timeline of when the initial assessments are administered.**</u>

Our program provides a streamlined onboarding process that can be completed within a week. We begin with separate orientation sessions in English and Spanish to accommodate as much of our community as possible. Once participants complete the orientation, they undergo a student evaluation and receive an educational plan, officially becoming students in our program and ready to embark on their educational journey with us

English Orientation: This is a two-day process that starts with a presentation of our program covering the expectations and educational opportunities available. Next, our staff takes the participants on a tour of campus highlighting points of interest such as the Testing Services Department, the ENMU-Roswell Food Pantry, and Security Office. Once the tour is concluded participants begin the last step of the first day, the entrance assessment. We use TABE 11&12 as our entrance assessment. Participants only complete the locator test on the first day. Day two is used for participants to take the TABE Reading, Math, and Language content areas (the test is usually delivered digitally through Chromebooks). At this point the orientation section of our onboarding process is complete.

Spanish Orientation: This is a one-day process that starts with a presentation of our program covering the expectations and educational opportunities available. Next, our staff takes the participants on a tour of campus highlighting points of interest such as the Testing Services Department, the ENMU-Roswell Food Pantry, and Security Office. Once the tour is concluded participants begin the last step of the first day, the entrance assessment. We use the TABE CLAS E as our entrance assessment. Participants complete both the locator exam and the TABE CLAS E Reading, Listening, Writing, and Speaking content areas (the test is always delivered digitally through Chromebooks). At this point the orientation section of our onboarding process is complete.

Student Evaluations: After completing orientation, the final step in the onboarding process is to schedule an evaluation at the student's convenience. During this appointment, students receive their TABE scores along with a detailed analysis. Academic goals and expectations are then established. Based on their scores, identified barriers, and personal goals, students are guided onto the most suitable path within our program

Our orientation and onboarding process is thoughtfully designed to be comprehensive yet efficient, ensuring that every participant feels welcomed. We believe our onboarding process ensures that all participants are well informed and prepared for their educational journey with us. The timeline and structure of our orientations provide personalized support from the very beginning. This approach not only helps students understand the resources and opportunities available to them but also sets the foundation for their future success within our program and beyond.

6.2. <u>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.</u>

Our program is designed to deliver instruction through multiple formats, ensuring the intensity and frequency required to meet both program and student learning goals. Our flexible class schedules accommodate the diverse needs of our students with offerings including morning, afternoon, and evening sessions. Classes focus on key areas of adult education such as literacy, numeracy, digital literacy, and workplace skills in specific classes. This allows students to attend regularly while maintaining ample opportunity to achieve substantial learning gains.

We design classes to meet the needs of students by providing environments for all skill levels from beginning to advanced. In addition to larger classes, we offer small group and individualized instruction through specific tutoring class times. Students may also supplement their in-person learning through online learning resources (Google Classrooms) set up by instructors and online programs such as Essential Education and Burlington English. To ensure sufficient engagement with online material and reinforce learning, our program sets a minimum number of instructional hours to be completed per week.

Our instructors are committed to providing support, guidance, and encouragement to their students both in and out of the classroom. We strive to create a supportive learning environment that provides students with the opportunity to collaborate and inspire each other. We believe this community mindset contributes to higher levels of engagement, persistence, and learning gains.

6.3. <u>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.</u>

Our program has built-in programmatic elements and wrap-around services aimed at student success and addressing barriers to learning. Alongside the built-in services, we are fortunate enough to be located within our local community college ENMU-Roswell; this brings numerous services and opportunities to our students that we would otherwise be unable to provide. Academic counseling is provided to students at various points in their journey with us to ensure we set and update realistic goals and learning plans. The student receives personalized guidance to keep them on track and information on available resources. Career counseling is provided thanks to the stable partnership we have with our host campus ENMU-Roswell and the numerous programs available on-site. Once a student is ready for career guidance, we can direct them to the Career center, or the local Workforce program also located on campus.

As mentioned above, our flexible schedule provides in-person, Hybrid, and distance learning options for students; keeping a diverse student body in mind and ensuring students choose a format that best conforms to their lifestyle. Instructors may provide self-paced learning modules for students requiring more control over their learning. They can access these modules at any time and make progress at their own speed. Tutoring support is also offered to students in the form of small group or individual sessions. These sessions allow instructors to target specific areas of concern, reinforce classroom learning, and address individual challenges. This personalized approach has proven effective in accelerating student progress, especially for those in our 'fast-track' program who scored high NRS Levels on their entrance TABE.

We offer a device loan program for those in need. We can provide Chromebooks, email accounts, and our computer lab is available to any student during open hours; internet access may be obtained through another grant program on campus Project C-3PO, which provides free hotspots and digital literacy classes. Another service we offer is transportation relief through issuance of city bus tokens for students in need. We act as a resource center on campus for our students, as a student of our program students can access a variety of services such as the campus food pantry, library, student lounge, physical education center, veterans center, ESL Lab, and the Behavioral Intervention Team referral system among others. We also serve on the Juvenile Community Corrections Panel and the Chaves County Comprehensive Strategy Board to support individuals and families in overcoming significant barriers and to provide a coordinated network of support for the community.

We believe keeping these relationships is crucial in linking our students' education with practical outcomes. Offering these programmatic elements and wrap-around services are the key to addressing both immediate and underlying factors that affect student progress. To support student success, provide equity, and address barriers to learning we will continue to offer more of these elements as opportunities present themselves.

6.4. **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.**

We ensure alignment with the College and Career Readiness Standards (CCRS) by integrating them into the curriculum of each class. HSE instructors are provided with the CCRS and the Test at a Glance (TAAG) for the HiSET exam, offering a comprehensive overview of the exam and the relevant CCRS for each subject. To support new instructors, we offer guidance in interpreting these materials to ensure they clearly understand how to develop aligned lesson plans. Additionally, we assist our instructors by providing instructional timelines, collaborating on goals and expectations for each class, and offering examples of both current and past curricula. This approach gives instructors a strong foundation to build upon, whether they choose to enhance the existing framework or create something entirely new. In recent years, we have made significant efforts to align our curriculum with the CCRS, and we are now beginning to integrate the English Language Proficiency Standards (ELPS) as a primary focus in our curriculum development.

6.5. <u>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.</u>

After completing the Leadership Connect New Mexico program, which was a 5-month commitment, I gained deeper insights into effective leadership practices that align with the needs of our Adult Education program. This experience was very rewarding and reinforced my belief that Transformational Leadership serves as the backbone of our program's success. The leadership insights I gained have enabled me to better motivate staff, recognize their contributions, and encourage professional growth. I strongly advocate for an approach that is firm, fair, and friendly. I believe this helps create an environment where staff are empowered to take initiative and excel in their roles, and enables us to address any challenges, ultimately leading to improved outcomes for our students.

Our staff training is thoughtfully crafted, drawing from both my observations as the director and insightful feedback from staff surveys, ensuring a responsive and comprehensive approach. Our program design is heavily influenced by Malcolm Knowles' research in andragogy, emphasizing the importance of meeting students where they are. We recognize that students bring valuable experiences and knowledge, which is crucial when developing real-world, contextualized, project-based learning. This approach creates meaningful connections and has the greatest impact on students because it resonates deeply with their needs and goals.

By integrating these theoretical frameworks and research models into our program design, curriculum development, leadership practices, and staff training, we ensure that our Adult Education program is both effective and responsive to the needs of our students.

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

For this section, if the program received IELCE funding for 2023-2024, please describe IELCE activities and services provided by the program this fiscal year.

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

7.1. **Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B):**   *150*

7.2. **Enter MSG rate of IELCE participants (Table 9, first row of column G)**   *42.86%*

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

- Achieved Citizenship Skills   *0%*
- Voted or Registered to Vote   *0%*
- Increased Involvement in Community Activity   *23.33%*

7.4. **Input the number of IELCE students that participated in IET programs**   *0*

(Drill down to IELCE students from Table 9, first row of column B. Then **add** Table 11 and find number in first row of column B)

7.5. **Enter % of IELCE students that participate in IET programs using data from 1 and 4.**   *0%*

7.6. **Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.**

Our program provides IELCE services in the following areas:

- *Use of TABE-CLASE assessment and data to drive curriculum development and target individual student needs. Burlington English is used as a supplement to our IELCE offerings to provide asynchronous instruction for students that need the flexibility of online learning.*

- *We closely track performance measures for IELCE students to ensure key learning outcomes—such as language proficiency, civics knowledge, HSE attainment in Spanish, career achievements, and wage increases are accurately recorded. Our Measurable Skill Gain for ESL students saw a significant improvement, rising from 27.96% in the previous fiscal year to 40.71%. We attribute this progress to data-driven decision-making. Recognizing the need for improvement, we began reviewing student progress more frequently and transitioned from the BEST Plus Assessment to TABE CLAS-E. This change allowed us to measure multiple metrics during pre- and post-testing, providing students with more opportunities to achieve level gains.*

- *One challenge we face is integrating IELCE students into our current Integrated Education and Training (IET) programs, which are primarily tailored for English-speaking participants. However, with 150 IELCE students, there is a significant opportunity to develop a new IET program specifically designed to meet their needs*

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

Our program is progressing toward this goal first by offering high school equivalency courses in both English and Spanish. This has allowed Spanish speakers the ability to pass official HSE exams without having to address both the language barrier and HSE preparation all at one time. This has increased the likeliness for these students to obtain unsubsidized employment or keep existing employment. If FY 23, we worked closely with a local daycare provider to help their employees obtain high school equivalency credentials to retain their current employment. Additionally, we work closely with our local workforce office to help students obtain job placements when needed.

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

Our program is committed to ensuring that IELCE activities are integrated with the local workforce development system.

Progression Towards Program Goals: We have consistently strengthened our relationship with the local Workforce Development Board, Career Coaches, One Stop Coordinator, and WIOA Youth and Adult Program Facilitators. Our collaboration remains robust, with nearly daily interactions focused on career counseling, job searches, work experience placements, student referrals, and co-enrollments. Through shared case management, our agencies work closely together to ensure students benefit from both programs, thereby enhancing their chances of success.

Performance Results: Students that have been co-enrolled and placed into our Entrepreneurial Skills Training Program are more likely to complete their HSE and enter post-secondary education or employment. This exemplifies the success of our collaborative efforts.

Challenges: Some challenges have occurred with the inability for students over the age of 24 to receive the same kinds of benefits that the youth program offers. For this reason, at times mitigating barriers to attendance or participation becomes challenging. Another challenge we've encountered is securing sufficient funding for our Entrepreneurial Skills Training program, which is crucial for sustaining student cohorts. Since this finding primarily relies on our workforce partners, there are times when resources are insufficient to run two cohorts per year successfully.

Lessons Learned: We've found that offering a comprehensive range of support services significantly enhances student success in achieving their educational and employment goals. To meet the diverse needs of our students, maintaining flexibility in our programming is essential, as many are unable to attend during traditional working hours. Additionally, building partnerships with other organizations allows us to leverage valuable resources for our students. For instance, through a local C3PO Grant partnership, we provide students with opportunities to develop digital literacy skills vital for the workplace and everyday life. This collaboration also enables us to offer laptops and internet hotspots to students when available.

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

We are exploring a partnership with an Accredited Representative from The Catholic Charities of Southern NM Immigration Legal Advocates to assist individuals with translating their credentials and official documents, enabling them to work or continue their education in the U.S. We recognize the need for professional development in this area to better support these students.

Additionally, many of our foreign-born students face significant challenges in balancing workplace demands and family responsibilities, which can make it difficult for them to attend classes during typical hours or engage in other campus activities. To address this, we believe it is essential to create a supportive environment that fosters open communication and encourages participation from both teachers and students.

We recognize the need for professional development focused on effective student motivation and stress management. For example, situations like pre- and post-testing, which can be stressful for students, could be reframed as opportunities for growth rather than sources of anxiety. By encouraging positive thinking and helping students visualize success, we can boost their confidence. To enhance this approach, we would benefit from having experienced teacher coaches provide personalized coaching sessions, especially for new educators, to better equip them in managing these challenging situations effectively. One of our instructors has already taken the initiative to complete the Motivational Coaching Course through Propel. We plan to integrate Motivational Coaching sessions for students as part of our strategy to address this need.

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

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

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

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

8.2. **Enter MSGs for Sec. 225 participants** (Table 10, first row of column G) *33.33%*

8.3. **Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.**

> *Our program is focused on expanding the number of students we serve within this population, with the ultimate goal of helping them obtain their HSE certificate. To achieve this, we provide adult education and literacy activities through distance education at the RCDC. An offsite instructor delivers synchronous virtual instruction and assigns materials, which are prepared and distributed by RCDC staff before each class. The curriculum covers essential HSE subjects, including Math, Language Arts, Social Studies, and Science. To further support students in their transition, our instructor works closely with RCDC to provide information packets containing contact and referral details for food, clothing, education (available at our nearby site at the Portales Chamber of Commerce), and employment resources. Additionally, we are committed to maintaining a positive working relationship with the Roosevelt County Detention Center staff and administration. This involves increasing communication and clearly outlining the future goals and direction of our partnership.*

8.4. <u>Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.</u>

One of the primary challenges we face is finding instructors who can effectively work within the unique environment of correctional facilities. The isolated nature of these populations and the virtual nature, while effective in some respects, lacks the personal engagement that in-person teaching offers. This limitation hampers our ability to fully connect with students and address their educational needs. Our current instruction method presents significant communication barriers. Professional development focused on teaching strategies and classroom management for this specific student population would greatly benefit our staff. Additionally, training in organizational management and effective communication with long-distance, offsite locations would enhance our ability to support instructors and improve the services we provide.

Additionally, the Roosevelt County Detention Center has implemented the Medication Assisted Treatment (MAT) program, which takes a holistic approach to recovery by addressing substance use disorders. This program offers a wide range of services within the facility. Inmates can also receive ongoing case management and counseling services both during their incarceration and after their release. Awareness of institutional programs such as the MAT program at RCDC and how it can benefit justice involved individuals could be a professional learning opportunity.

Our goal is to support inmates transitioning back into society, reducing recidivism. However, without sufficient instructors and effective communication, our capacity to increase the number of students served and improve the quality of our services remains limited. We believe that addressing these challenges through targeted professional development and strengthened community partnerships will enhance our ability to make a meaningful impact on these individuals' lives.

IX. Fiscal Survey

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

9.1. 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.

$26,292.03

9.2. 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.

$485.66 for Southeast Region

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

Total hours contributed	Fair Market Value per Hour	Total
65	$18.00	$1,170

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

Total hours contributed	Fair Market Value per Hour	Total
304	$18.00	$5,472

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

Total hours contributed	Fair Market Value per Hour	Total
352	$18.00	$6,336

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

$500

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

$500

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

$15,000.00

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

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

Square footage of donated space	Fair Market Value per Square foot	Total
Approximately 10,0000	$23.21 (Via Google Search for Roswell Area)	$232,100.00

Alternate option:

Please cite the source document for the amount:

Please indicate institution's building renewal and replacement allocation

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
Altrusa Int'l Foundation of Roswell, NM Inc.	$1,500.00
ENMU Roswell, Graduation Support	$1,561.70

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2023-2024 fiscal year. — $0.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	N/A