

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

## Annual Program Report Cover Page

Program Name:	Gordon Bernell Charter School Adult Education Program	
Institution or Organization:	Gordon Bernell Charter School	
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City:	Albuquerque	
County:	Bernalillo	
Zip:	87107	
Main Phone:	505-916-8625	
Website:	<a href="http://www.gordonbernell.org">www.gordonbernell.org</a>	
Social Media:	Facebook: Gordon Bernell Charter School Instagram: <a href="https://www.instagram.com/gordonbernellcharterschool">gordonbernellcharterschool</a>	
Workforce Region(s) Served:	Central Region	
New Mexico Counties Served:	Bernalillo	
Submission Date:	9/1/2023	
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Elizabeth Dorado  
Signature of the Chief Executive Officer or Designee

9/1/23  
DATE

Elizabeth Dorado, Director

Typed Name and Title:

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## Section I. Program Narrative Report

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

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

GBCS (Gordon Bernell Charter School) serves students in both corrections and the larger Albuquerque community. Our corrections program is inside the Bernalillo County Metropolitan Detention Center (MDC). We serve both male and female populations there. We serve the community population at 3 different sites: Main N. 4<sup>th</sup> campus, South Valley – Polk Middle School and Central NM Workforce Connections.

In the 22-23 school year, GBCS provided both Adult Basic Education (ABE), foundational instruction in reading, writing, and mathematics; and Adult Secondary Education (ASE), instruction preparing for HSE (High School Equivalency) certification. Both programs were offered in both English and Spanish. We also offer the NEDP (National External Diploma Program) program at our community sites. GBCS intends to launch Career Pathways for our adult ed program in the 23-24 school year.

Our populations vary at each site and are primarily composed of individuals who are unemployed or underemployed and need to upgrade their skills to obtain a job or advance their career, individuals who did not complete high school and need to obtain a high school equivalency certificate to increase their job opportunities, incarcerated individuals who need basic education and job training to prepare for their reentry into society, and individuals with disabilities who need literacy and language instruction to improve their communication skills and job readiness.

In the 22-23 school year, GBCS focused activities on instruction in basic skills, such as reading, writing, and mathematics, high school equivalency preparation and testing, and distance learning and technology-enabled education. In the 23-24 school year, the intention is to add integrated education and training programs, and career pathway programs.

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.

**Corrections:** Due to the ongoing officer staffing shortage in MDC, we struggled to provide consistent instruction to our students. As COVID regulations were still in place, there were times when we would not be able to see our students 10-20 days at a time. Understaffing within the facility also raised safety concerns in the facility, which prompted our decision to staff our classes with two teachers at all times. This directly limited the number of students we could enroll into our program.

**Community:** Mid-way through the 22-23 school year, we made significant changes to our onboarding procedures, which allowed our agency to increase enrollment. Teachers were able to provide uninterrupted instruction, as our program coordinator became the testing proctor, responsible for onboarding and monitoring student progress and scheduling post-tests.

GBCS has not experienced ongoing challenges with staffing, although we are actively seeking additional funding to increase our instructional staff.

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

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do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

All instructors are involved in the development of in-person lessons, during which teachers present full lessons to groups of students attending scheduled classes. All students continue to be enrolled in online skill development programs and some class time is dedicated to teaching students how to utilize these intervention tools. Community students are eligible to check out a Chromebook after attending regularly for a short time so they can log hours asynchronously on these programs. Incarcerated students have the opportunity to attend lab classes where they can log into these programs. Additionally, they receive paper packet homework specific to their current level of performance. This model will continue into the new school year. Leadership has acknowledged that intentional professional development is needed for instructors to design and deliver effective group lessons; utilize the online intervention software effectively; and prepare individualized supplemental practice homework as expected. Explicitly teaching digital literacy to students is an area of opportunity as GBCS has broadly discussed this work through the launch of career pathways but has yet to determine how this piece of workplace readiness preparation will be implemented.

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.

Gordon Bernell Charter High School: As indicated in our current charter, the adult education program relies heavily on the high school to provide infrastructure, staff, supplies, and services to supplement the AE budget. This formal partnership is outlined in the adopted charter application submitted to our authorizers, the Albuquerque Public Schools District. All the subsequently listed partnerships are held by Gordon Bernell Charter School and utilized by the Adult Education Program.

Bernalillo County: GBCS has a formal partnership with Bernalillo County in the form of a lease for classroom and office space that is paid for through the in-kind services we provide to inmates.

MDC: GBCS has a formal partnership with MDC through a MOU to specify roles and expectations.

Workforce Connections of Central New Mexico: GBCS has a formal partnership with WCCNM through MOU/IFA which identifies us as a co-located onsite Title II partner providing services at their one-stop center in Albuquerque.

Albuquerque Public School: GBCS has a formal partnership through both MOU and financial contract with APS Title I department to provide adult education services during our night school programs at both N4th and at Polk Middle School. This agreement provides GBCS with APS funding to cover the costs of these additional programmatic components. As a contracted vendor we also provide family engagement services at Title I elementary and middle schools to encourage family involvement and recruit for adult ed services.

University of New Mexico: GBCS has a formal partnership and financial contract with UNM's Pathway Navigation Program, funded through their Community Health Initiatives which pays for a full-time pathway navigator at GBCS. This position is currently held by a GBCS graduate. Her role is to provide structured casework to students in all our programs (including Adult Ed) to help connect students to social services and reduce barriers to successful participation in education.

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In the community, participation by Adult Education students in the following programs was restricted due to timing and location of services, but inside MDC, adult education students had access to all the following enrichment programs during the 22-23 school year.

Creative Emergence Counseling: A formal partnership through contracted services funded through the Indian Education Grant, indigenous students receive a wide range of indigenous wellness programming

Sanitary Tortilla Factory: an informal partnership not funded by GBCS including art programming

International Association of Human Values & Art of Living: a formal partnership through contracted services funded through the Indian Education Grant, mediation training

## 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)

\_\_\_87\_\_\_

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

\_\_\_129\_\_\_

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

\_\_\_32\_\_\_

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%	28% <a href="#">Table 4 Link</a>
Credential Attainment Rate (Table 5, last row of column G)	25.7%	0% <a href="#">Table 5 Link</a>
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	55%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	100%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$6,240

### 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.

GBCS recognizes retention rates were influenced by a variety of factors, including program design and delivery, personal motivation, and external barriers to engagement. At the beginning of the 22-23 school year, teachers were juggling both instruction and onboarding utilizing a continuous enrollment model. By the second half of the year, several program design and delivery changes were implemented.

The program coordinator took responsibility for onboarding and student monitoring, which eventually shifted how GBCS views the pre-NRS 12 hours. Because the idea of school and the real sacrifices school requires are very different, we recognized that many incoming students could not make the necessary commitment to experience gains in the program. Therefore, we quit using assessment or advising hours in the calculation of the first 12 hours. By limiting these hours to instructional hours only, we were able to reduce the number of NRS participants and improve data outcomes. Additionally, we moved to a managed entry enrollment model, creating monthly onboarding opportunities for new students. This reduced stress on staff and allowed for a more structured approach to bringing in new students.

Despite these efforts, many NRS participants still struggle to remain in the program long enough to post-test. We hope that our multiple class schedules and locations, individualized instruction, and personalized support services will continue to positively impact retention trends.

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.

Removing the responsibility of monitoring hours, scheduling post-tests, and proctoring the assessments from the teaching staff and centralizing this important work happened in January 2023 when the coordinator assumed ownership of these tasks. Increased communication with students regarding their hours logs also helped increase engagement in the process. Despite these changes, GBCS's post-testing rate remained below 50%. We believe this is partly due to the data accumulated in the fall semester before these changes occurred. The trends in the 2<sup>nd</sup> semester are promising. Attrition will also be an issue with our population as the motivation to stay in school is often impacted by the need to work or attend to family, legal, behavioral health, or other priorities.

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.

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Measurable Skill Gain: GBCS fell short of the negotiated target level. We believe that the changes we made to onboarding, monitoring and post-testing students, group instruction, and professional development throughout the 22-23 school year will result in meeting the negotiated target levels in the 23-24 school year.

Credential Attainment Rate: GBCS fell short of the negotiated target level. We will request targeted support in understanding and addressing this data point in the 23-24 school year. Neither leadership nor staff fully understand how this rate is calculated. Now that we have been authorized as a GED testing center inside MDC, we are certain HSE attainment will increase moving forward.

Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, and Median Earnings Second Quarter After Exit: GBCS exceeded the negotiated target levels. Leadership recognizes another opportunity to better understand how our programming influenced these data points so that we can work to sustain that success.

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

Strategies to improve outcomes include sustaining the program design and delivery goals mentioned above into the new year, working closely with Katya and other resources to increase leadership's understanding of the other metrics.

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.)

Gordon Bernell improved in almost every metric from year 1 of programming to year 2 of programming. An increase in understanding of the data points and adopting new best practices in program design and delivery are paying off!

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.

Leadership, comprised of the Director, Program Coordinator, and Data Coordinator communicate regularly and take advantage of the resources provided by Katya and Shannon.

Additional strategic planning is focused on leveraging quantitative and qualitative data to create and modify services that align with learner needs and outcomes. Gordon Bernell has recently entered into a contract with a data analyst to help the organization review, update, and implement more effective data collection, analysis, reporting, and strategic planning systems. This work will include the Adult Education Program and will span the full 23-24 school year. Goals identified with that contractor include introducing surveys and utilizing assessments to capture learner progress, engagement and feedback; implementing new policies and procedures to ensure efficiency in staff workflow; and intentionally selecting professional development opportunities to address staff skill and will in successfully working with our student population.

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	157	\$6,500	\$41
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	135	\$10,500	\$78
Referrals to and coordination of activities with other programs and services.	Career Service	40	\$2,540	\$64
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	10	\$317	\$31
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	25	\$1,500	60
<b>Total:</b>		*	\$21,357	\$274
Integrated Education and Training (IET) programs	Training Service	0	0	0

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.

As a co-located partner, GBCS leadership attends bi-monthly coordination meetings facilitated by WCCNM staff. We regularly receive referrals from other programs in the building, and regularly refer students to other programs. All students receiving services at that location enroll in the Workforce system.

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



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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?

By co-locating services inside the WCCNM, Gordon Bernell was able to align with the goal of making Title II services accessible to workforce prep participants seeking those services. It has been an ongoing challenge to launch our services concurrently and contextually with both workforce preparation activities and workforce training for a specific occupation or occupational cluster. Our high school program has made some significant gains in implementing career pathways and hopes those internal developments can inform adult ed programming as well.

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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 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.

Late in the 2022-23 school year, the adult ed program implemented the use of a GBCS Individualized Learning Plan (ILP), a tool the high school program has been implementing over the past few years. This series of structured interview questions and resulting goal setting is designed to help staff and students discuss long term goals, which include career planning. Moving forward, once students become NRS participants, they will work with an assigned advisor to submit this information. GBCS is working with an outside contractor to set up systems for effectively utilizing this qualitative data.

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.
  - 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:

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

GBCS did not offer any IET programs in the 22-23 school year.

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

The high school program's Career Development Coordinator and the Adult Education Coordinator have set up regularly occurring meetings starting fall 2024 to discuss how the organization can proactively develop such programs. Construction on our new Career Development Center started late July with an anticipated completion date in late winter of 2024. Adult Ed services will likely move into that building, and bring both staff and students closer to relevant programming happening at the community high school campus.

Career Pathways Activities at MDC are highly desired, but limited staff and unpredictable access have been serious challenges in initiating the work.

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## 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.

Prospective community students submit a registration form to the agency via our website. Data Coordinator runs an HSE check, TABE tickets are created, and prospective students are called to set up a testing date during the next scheduled enrollment session. The prospective student is referred to the school site that will best suit their schedules and location. Onboarding is scheduled monthly and is rotated through our 4 campuses weekly (MDC, WCCNM, N4th, Polk) During that enrollment appointment, prospective students submit a LACES Portal student application and completes initial assessment and learn about our program. . They begin to see their instructors at designated sites. After 12 hours of face-to-face instruction, students then become active students. At this stage, an advisor is assigned, the student completes the ILP, and onboarding is considered complete.

Prospect incarcerated students submit a request to be moved into our program pod through kiosks available throughout the facility. Movement into a school pod is not always allowed, and the waiting list is long. Some potential students will wait months to start onboarding. Once moved into the school pod, students will complete initial assessments at the next scheduled enrollment session. After 12 hours of face-to-face instruction, students are assigned an advisor and complete the ILP.

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

Our program offers students the opportunity to receive 28 hours of face-to-face instruction weekly in the community and 6 hours of face-to-face instruction weekly in our corrections site. We also offer online platforms that our instructors monitor. If a student misses a session, they can make it up by attending another session at a different site the next day. This is implemented into our corrections site as well. The ability to provide flexible morning and afternoon instruction allows for students to balance their schedule to fully immerse themselves into their studies.

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.

Community students are eligible to check out Chromebooks to engage in asynchronous learning on our asynchronous online curriculum platforms.

Students at all locations can schedule time with our Pathway Navigator to receive structured casework services and get connected to community social services or remove barriers to continued education (IDs, benefits, housing, etc)

Community students can schedule time with our Career Development Coordinator to get personalized career counseling.

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

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standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.

GBCS focuses on improving basic literacy and math skills or preparing individuals for specified subject tests on the HSE and uses assessments that are aligned with the CCR standards. **Gordon Bernell would greatly appreciate support in developing curriculum and instructional materials that are aligned with the relevant CCR standards.** Staff are currently creating lesson plans and utilizing intervention software previously adopted by the high school. Additional curriculum adoption and instruction materials development is recognized as a great opportunity to improve outcomes and will require intentional professional development strategies.

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.

In recent years, I was introduced to andragogy, which has been compelling in helping us structure learning experiences that are relevant, practical, and engaging for adult learners. Both GBCS, the organization, and I as the director have a long history of considering Trauma-informed practices crucial to creating a safe learning environment for our student population. It is important to understand the impact of trauma on learners to provide support and tools to help them learn and succeed. Trauma-informed practices that all GBCS staff members receive reoccurring professional development include emphasizing safety, building trust, encouraging connection and community, emphasizing empowerment, and creating flexible and adaptable learning environments.

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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 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:

**39**

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.

The mission and vision of Gordon Bernell has always been to serve incarcerated students and support them during their transition back into the community with the goal of maintaining engagement with their educational goals and subsequently having a positive impact by reducing recidivism and increasing stability and opportunity post incarceration. Incarcerated students meet with our Pathway Navigator prior to release to reduce barriers to continuing services upon release. Once released, students are contacted by staff by phone to invite them to transfer to a community site. Many instructors work at multiple sites and actively encourage students prior to and post release to continue services.

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.

Gordon Bernell is interested in improving the quality of our instruction and pedagogy, building partnerships with employers and workforce development partners, leveraging technology for delivering training and services, and obtaining sufficient funding to provide adequate materials, technology, and human resources for successful completion of WIOA Section 225 activities.

## 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.

\$21,357

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.

\$11,046.99 - as a co-located partner this includes rent for our space in the building

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

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

Total hours contributed	Fair Market Value per Hour	Total
1,456	\$24	\$35,000

\*Note: not volunteer hours, but in-kind hours paid through high school funding

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

Total hours contributed	Fair Market Value per Hour	Total
120	\$25	\$3,000

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

\$6,000

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

\$15,000

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

\$7,500

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).

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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
6,000 sq feet N4th 4,000 sq ft MDC 10,000 total for organization @ 10% for adult ed = 1,000 sq feet	\$31	\$13,000

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

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

Source	Amount
APS grant	\$55,000 allocated to adult ed program (\$66,100 total)
UNMH Pathway Navigation	\$10,000 allocated to adult ed program (\$60,000 total)
Adult Literacy HED	\$54,565
Instructional Materials HED	\$2,000

### B. Program Income Activities

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

\$364,982

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
Salaries and benefits	\$328,558
Instructional Materials	\$7,236
Equipment	\$17,043
Indirect Costs	\$3,686