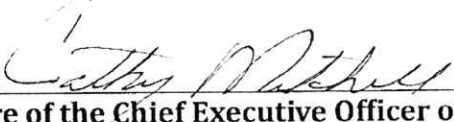


New Mexico Adult Education Local Program Annual Report 2024-2025
Annual Program Report
Cover Page

Program Name:	Adult Education	
Institution or Organization:	New Mexico Junior College	
Address:	5317 Lovington Hwy	
City:	Hobbs	
County:	Lea	
Zip:	88240	
Main Phone:	575-492-2630	
Website:	https://www.nmjc.edu/community/adult_education/index.aspx	
Social Media:	https://www.facebook.com/NewMexicoJC/	
	https://www.instagram.com/newmexicojuniorcollege/?hl=en	
Workforce Region(s) Served:	Eastern	
New Mexico Counties Served:	Lea	
Submission Date:	9/3/25	
Program Director, Manager, or Coordinator Name and Title:	Kathleen Ferrell, Director	
Contact Information:	Phone(s):	575-492-2630
	Email:	kferrell@nmjc.edu
Alternate Contact Name and Title:	Steve Saucedo	
Contact Information:	Phone(s):	575-492-4713
	Email:	ssauceda@nmjc.edu



 Signature of the Chief Executive Officer or Designee

 Date

Cathy Mitchell, President Interim

 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 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/452051>.) Allowable activities that are specifically related to WIOA Sec. 243 (IELCE) or WIOA Sec. 225 (Corrections) are covered in this report template in Section VII and Section VIII, respectively.
The NMJC AE program assists individuals 16 and older (16 & 17 with a UPF) to achieve their educational goals. Participants can improve their reading, writing, and math skills to earn a High School Equivalency (HSE) certificate. We also offer English as a Second Language instruction to increase proficiency for success in the workplace, at home, and in the community. And as an alternative to the HSE, we offer the National External Diploma Program (NEDP). We also provide civics education to prepare for citizenship, as staffing permits.
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.
Our program was fortunate to have all core subjects fully staffed this academic year. We had hoped to expand to a second location in Hobbs and offer classes in a neighboring city. However, these positions were open all year without a viable candidate, preventing us from starting those additional offerings. We will continue these efforts to expand our program.
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 2025-2026 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?
*All AE classes have integrated digital skills into their classroom curriculum and provide students with hands-on guidance and support. Our ESL, Citizenship, and HSE programs have incorporated Burlington English and ELLI to support significant student growth in English language proficiency. Additionally, the implementation of the Essential Education online software has led to a 200% increase in HSE students completing their official certificates. The use of these online software platforms not only aid in academic support, but helps students develop crucial digital literacy skills. To further support this, practical skills have been incorporated directly into the classroom. Students learn how to conduct research, manage email, and use tools like Google products which are accessible on any device.
Although attempts at fully asynchronous distance learning were unsuccessful, our program now uses a hybrid model. Students must attend an in-person class to gain access to their online platforms and are encouraged to use the software for supplemental practice outside of class. This hybrid approach has proven to be highly effective with positive student feedback.*
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

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written agreement.

We maintain a strong, formal partnership with the Eastern Area Workforce Development Board (EAWDB). As part of this relationship, the AE program director actively contributes to this relationship by serving on the One-Stop Committee and the EAWDB board, attending their monthly and quarterly meetings. In a true spirit of teamwork, the EAWDB director works closely with the program director to identify new opportunities for our Adult Education program to engage with Workforce initiatives. We also have a robust network of informal, referral-based partnerships with a variety of community organizations, some of which include, CYFD, Hobbs School District (HSD), Lea County Guidance Center (mental health), DWI, Opportunity House (re-entry program), Options (domestic violence), Lea County Public Defender's office, and SOAR (student assistance program). These collaborative relationships, while primarily referral-based, allow us to work together with these organizations to best serve our students' unique needs through consistent follow-up.

5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. 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 2024-2025:
- What were your PL priorities in 2024-2025 and generally speaking, how did you address them?
The PL priorities for our program were to increase student retention to post-testing, and to increase MSGs for both Table 4 and 5. In 24-25 the program did increase retention by 27%, but did not towards post testing. That was largely due to students completing their official and not needing to post-test. However, we successfully increased our program MSGs on Table 4 by 39.21% and met all state targets on Table 5.
 - 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?
The most impactful and program changing PL was CPI. The visualization of our data in relation to other programs and previous years was eye-opening and has led to a comprehensive review of our program practices, prompting collaboration with successful programs like San Juan College and Southeast New Mexico College to learn their best practices for HSE and ESL support. All staff have benefited from the TABE trainings in identifying best practices in assigning and understanding the procedures towards post-testing and MSGs. LEAD continues to be an impactful experience, helping me improve my leadership style and identify key areas for change.
 - What were your main successes and challenges in implementing your PL Plan?
A potential challenge was securing staff and instructor buy-in for the Professional Learning (PL) program. However, once they grasped its importance and potential impact, their engagement and success were evident in the effective brainstorming and implementation of what they learned.
 - Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?
For the most part, the learning policy has been well-received. The state trainings are insightful and appreciated. The biggest challenge was been accommodating instructors who have other jobs that prevent them from attending training outside of our area.

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Section II. Core Indicators of Performance 2024-2025

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 2024-2025 (Table 4, last row of column B)	425
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	7
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE	55
Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	0

Performance Measure	PY 2024-2025 Negotiated Level of Performance	PY 2024- 2025 State Goals	Program Performance 2023-2024	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	43.2	60.14
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	66.67	47.06
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	40.42	51.41
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	45.66	56.96
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	6240	6184.19

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Section III. Evaluation of Program Effectiveness

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

1. Discuss your retention rate and its changes compared to PY 2023-2024 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.
Our retention rate saw a significant increase, rising from 73% in FY24 to 93% in FY25. This improvement was largely due to our office staff's concerted efforts to explain the program, its funding, and the importance of completing classes to post-testing or earning HSE subjects on official tests towards the completion of their HSE certificate.
2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below the 60% required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.
While our program's post-testing rates increased from 51% in FY23 to 55% in FY24, we did not reach the 60% target. This was largely due to a significant number of our students completing their official tests and no longer needing to post-test in those specific subjects. However, we will continue to collaborate with the State Data Director to implement better reporting practices that will accurately reflect our efforts toward the state's 60% goal.
3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.
Our program is overjoyed to share its success in meeting and/or exceeding the state performance goals for FY24 as represented in the chart in section III! Our program obtained 60% MSGs, exceeding the state goal of 56%; credential attainment was 47%, exceeding the state goal of 43%; employment second quarter was 51%, exceeding the state goal of 44%; employment fourth quarter was 56%, exceeding the state goal of 45%; and median earnings were an average of \$6184, exceeding the median average of \$4600.
4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.
The only target our program did not meet was towards post-testing which was described in question 2 of this section.
5. Consider your performance data from the last and previous program years. Discuss overall trends.
Our program has continued to meet and or exceed state performance measures. Enrollment has increased each year from 292 in FY23 to 336 in FY 24 finishing FY 25 with 495, an increase of 45%. In a review of Table 5, employment second quarter increased 27%; employment fourth quarter increased 72%; median earnings have remained steady at appx \$6,000. While we exceeded the State Credential attainment target of 41% by obtaining 47%, we did see a decrease in obtainment from FY 24 to FY 25 by 29%. We will continue to seek improvement by collaborating with successful programs to implement best practices towards improvement as well as seek guidance from the state Data Director.
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.
We actively use data to improve the quality and efficacy of our services. Our program staff regularly reviews monthly data reports to identify areas needing attention. This awareness of program data has prompted us to make adjustments to our enrollment, orientation, and registration processes as

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needed to better assist students and reflect our efforts. Our office staff also reviews student physical files for data accuracy in LACES at the end of each class session as post-tests are being prepared. We've improved our program quality by consulting with other programs, LACES support, and the State Data Director, who has helped guide our data-driven decisions.

In reviewing our program data, we saw a tremendous growth in our HSE outcomes but were continuing to struggle in ESL. This prompted conversations with other agencies and the State Data Director to implement testing in all four TABE Clase-E subjects. This will provide four opportunities to obtain an MSG, which we believe, will positively impact our ESL outcomes.

In the coming year, we will implement this strategy to promote continuous improvement. We will continue our monthly data reviews and enhance our collaboration with the State Data Director to refine our reporting practices. By fostering a data-informed culture throughout the program, we can proactively address challenges and better serve our students.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	425	0, we used state funds.	0, we used state funds.
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	425	0, we used state funds.	0, we used state funds.
Referrals to and coordination of activities with other programs and services.	Career Service	429	0, we used state funds.	0, we used state funds.
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	35	0, we used state funds.	0, we used state funds.
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; child support; medical or child	Career Service	58	0, we used state funds.	0, we used state funds.

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health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)				
Total:		429	*0, we used state funds.	0, we used state funds.
Integrated Education and Training (IET) programs	Training Service	35	0, we used state funds.	0, we used state funds.

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

- Describe specific activities and strategies your organization has implemented to partner with the Local Workforce Development Board and your local One Stop staff / operators.
Our program has a strong, collaborative partnership with the Eastern Area Workforce Development Board (EAWDB) and the local One Stop staff. Our specific activities and strategies are built to ensure continuous communication and effective participant referrals. The director serves as an active partner by serving on the EAWDB and One Stop committee, attending board and committee meetings, as well as partner meetings and trainings. This participation ensures our program remains integrated with local workforce initiatives. Throughout their participation, students are informed about workforce services, such as employment, job training, resume building, and interview skills. With student consent, a referral is made to the appropriate division or staff member, detailing the specific request. A Workforce staff member then acknowledges the referral and directly contacts the student. As students complete their HSE, the director sends a "Next Steps" email that includes essential information on college and career options, as well as a reminder of available Workforce services to support their ongoing education, training, or employment.
- 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 2024-2025 with your Local Area Plan? What's working well? What are your biggest challenges?
Our adult education and literacy activities in 2024-2025 were directly aligned with the Eastern Area Plan's emphasis on integrated services and removing barriers to employment. We actively worked with the local Workforce office to ensure our students have access to the resources needed for successful transition to education and employment. We are very appreciative of our local Workforce office, as they have made themselves available to our program, staff, and students. Their commitment to our students is a major success. The local office has assisted our students with critical needs such as transportation, childcare, and internet access, all of which are common barriers to program completion. They have also provided technology support and access to their Entrepreneurial program, which directly supports career and financial goals. The greatest challenge we face is with the follow-up of the referral process. We have a limited number of staff, which makes it difficult to devote enough time to track and record the activity of referred individuals. This makes it challenging to gather comprehensive data on the outcomes of our partnerships.

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 2024-2025 program year.

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

Career planning and advising are structurally built into our Adult Education program from a student's initial contact to their academic completion. During the first interview, students are asked about their career goals. HSE students are also given career assessments to encourage early career exploration. Our classroom curriculum integrates career-related situations to help students develop problem-solving skills and gain further exposure to various career options. For ESL students, Burlington English supports career knowledge by teaching and reviewing language skills focused on individual interests. As students complete their academic goals, staff members engage in conversations about career direction and potential funding. Staff use this information to make appropriate referrals to program partners, including NMJC college advisors, the Workforce Development Center, or American Job Centers, based on the student's specific desires and needs.

2. Did your program offer any Integrated Education and Training (IET) programs this year?
If yes, please provide the number of IET students that your program served in PY 2024-2025 (Table 11, first row of column B).

34

3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?

8%

4. Enter MSG rate of your IET participants.

88.57%

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

Our Integrated Education and Training (IET) program, despite its late start, had a very successful initial run. We saw positive results in both participant engagement and completion rates. Our primary challenge was coordinating with our training partners to ensure a seamless program resulting in the limited timeframe, which restricted our enrollment and delivery. The most valuable lesson we learned is that an integrated approach is highly effective. The positive results show our students are motivated by clear pathways to careers. This experience has taught us the importance and necessity of a strong, collaborative relationship with our partners. Looking ahead to FY25, we are excited to build on the success of our current IET and plan to increase our program offerings to provide students with more options for career-focused training.

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.

Students must complete a 4-step process to be enrolled in a class.

Step 1: All students must complete an initial interview to review program information, attendance policies, and hourly requirements. The importance of program commitment and post-testing for continued funding is explained, along with the remaining steps to enrollment. Referrals to partnering agencies are made as appropriate. Specific to HSE, students learn approximate duration and rigor of the official test and share strategies for success.

Step 2 & 3: ESL students must attend a two-day orientation.

-Day 1: Staff review program and attendance policies. Students complete program paperwork and take the Clase-E locator test.

-Day 2, Student are given the appropriate level test and register for a date and time to receive their class schedule.

Step 4: Students are given their test results and class date and time.

Step 2: HSE students are sent the Orientation link and given an Application with Career Exploration assessments. The application reviews program and attendance policies with questions that cause them to think about goals, motivation, and possible barriers to completing their HSE. Two career assessments are given to promote career exploration based on interests and skills.

Step 3: HSE students register for a TABE test by completing the program Intake, FERPA, participation agreement, and needs survey. At the time of registration, students select a test date and time and receive their test username and password. They are then asked to call to schedule a date and time for step 4, their final interview.

Step 4: Students bring their completed Application where a staff member discusses career assessments and interests and review their TABE assessment results. Referrals will be made as desired/needed. Students are enrolled in a class when all four steps are complete.
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.

To provide adequate intensity and frequency of instruction, HSE students meet 4 days a week, 2 hours per subject, post testing in 5-week cycles. ESL students meet 2 days a week, 2 hours each class, post testing at semester end. To account for their time, students must sign a sheet each class period to account for the 40 hours needed between assessments. This tracking ensures consistent attendance and learning engagement. In addition, our program uses digital resources in a hybrid learning model, to enhance the intensity and frequency of instruction both inside and outside the classroom. ESL students are given Burlington English to support language development with individualized practice in all areas of reading, writing, listening and speaking. HSE students use Essential Education to support all subjects of reading, math, language, social studies, and science. These online platforms allow students to access instructional content and practice on their own time, increasing their learning frequency and helping them accelerate their paths to success.
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.

To support student success, we access a variety of wrap-around services. These services go beyond traditional instruction to address common barriers to learning. Technology support is available to students to help students with distance learning and digital literacy. This includes helping them

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navigate online platforms and troubleshoot technical issues.

Referrals to our community partners provide wrap-around services addressing a range of needs: Workforce Development and the American Job Centers help students with job training and career planning; the Guidance Center of Lea County address mental health needs; TANF and ISD provide assistance for transportation and income support; shelters like Opportunity House, OPTION and Sheri's House of Hope assist students experiencing housing instability or domestic issues; Head Start and CYFD provide resources for students with children.

- 1. 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.

Our program aligns instruction with the College and Career Readiness Standards (CCRS) and English Language Proficiency Standards (ELPS) through a variety of evidence-based curricula. Our approach uses targeted, research-based resources that apply skills to real-world scenarios, preparing students for future education, training, and employment.

We have incorporated a wide range of materials to address diverse student needs. Essential Education software has been implemented for HSE individualized learning and supplemented with McGraw Hill's Common Core Achieve, TABE Mastery and Scoreboost materials, emphasizing skill development through all subjects of math, science, civics, reading, grammar, and literature. Specific to official test preparation, students have access to additional study materials from Kaplan and ETS preparation books. Not all students thrive in the official testing platforms. To assist these students, we also offer the National External Diploma Program (NEDP), which focuses learning on prior knowledge with course modules rooted in real world situations.

We structure ESL classes into levels and use curricula like Side by Side and Burlington English, which address the instructional shifts of the CCRS. Civics and citizenship materials are also integrated throughout the ESL classes accessed from USCIS and New Readers Press.

With these efforts, our instruction is designed to reinforce CCRS standards by building on prior knowledge, applying concepts in practical ways, and ensuring students are prepared for their next steps.
- 2. 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.**

Partnering with other successful AE programs with NRS guidelines in mind, our instructional design tends to lean towards Andragogy, supporting the idea that adults are self-directed, goal-oriented, and bring a wealth of life experience to their learning process. By using the online software platforms of Essential Education and Burlington English, students receive an individualized path to address their specific learning needs. Through TABE testing students have a skills report to see what concepts they understand and what areas need focus. In the classroom, instructors incorporate group activities, peer teaching and role playing, to allow students to build on their knowledge of the presented concept.

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

For this section, if the program received IELCE funding for 2024-2025, please describe IELCE activities and services provided by the program this fiscal year.

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

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

N/A
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).
- Achieved Citizenship Skills

Voted or Registered to Vote

Increased Involvement in Community Activity
4. Input the number of IELCE students that participated in IET programs.
(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)
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4.
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.
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.
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.
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.

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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 2024-2025, just indicate N/A).

- 1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B). N/A
- 2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G). _____
- 3. Describe your program goals and activities for serving this student population as well as any transition activities that allow students to continue receiving services upon release.
- 4. 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.

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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 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

0

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

0

3. Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

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

4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

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

5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

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

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

0

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

0

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

0

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) 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
Hobbs Literacy Center ~ 3352	\$15.36	\$51,486.72

Alternate option:

Please indicate institution’s building renewal and replacement allocation

Please cite the source document for the amount:

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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 2024-2025.

Source	Amount
N/A	

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2024-2025 fiscal year.

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount