

**Annual Program Report
Cover Page**

Program Name:	NMSU-Grants Adult Education	
Institution or Organization:	New Mexico State University -- Grants	
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Social Media:		
Workforce Region(s) Served:	Northern Board	
New Mexico Counties Served:	Cibola, McKinley	
Submission Date:		
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Marlene Chavez-Toivanen Digitally signed by Marlene Chavez-Toivanen
Date: 2024.08.30 15:20:36 -06'00'

Signature of the Chief Executive Officer or Designee

DATE

Marlene Chavez-Toivanen Digitally signed by Marlene Chavez-Toivanen
Date: 2024.08.30 15:21:36 -06'00'

Dr. Marlene Chavez-Toivanen, Vice President for Academic Affairs & Associate Campus Director

New Mexico Adult Education Local Program Annual Report 2023-2024

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.

NMSU-Grants Adult Education primarily serves students in the Northwest Region of New Mexico. Our program includes both high school equivalency and, during the past fiscal year, English as a second language offerings. (Unfortunately, we closed our ESL offering due to lack of enrollment.) The student population mostly lives in rural to frontier areas in and around Cibola and McKinley Counties. Some of these areas are among the most remote and sparsely populated places in the United States. While the City of Grants, the county seat with a population of some 9,000 people, enjoys a grocery store, a small hospital and a small big-box retailer, most residents in the region must travel an hour or more to reach these necessities – including Adult Education. Roads become impassible with rain and snow in the high desert and mountain areas, and internet and basic necessities, such as electricity and running water, can be difficult for residents to secure in outlying areas. All of this conspires to create living and transportation challenges. All of it is made worse by a poverty rate in Cibola County of 27 percent with some 20 percent of the population lacking a high school equivalency. Meanwhile, 17.4 percent of McKinley County residents have not earned a high school equivalency and 30 percent of residents live in poverty. For comparison, Census data shows that 8.9 percent of U.S. residents lack a high school diploma and 11.4 percent of the population lives in poverty. Our program demographics show American Indians represent 46 percent of our student population, Hispanics and Latino students make up 34 percent and the remaining students are white, more than one race or Black. Interestingly, women comprise the bulk of our students at 58 percent.

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.

While we were able to hire our first full-time instructor using our TANF block grant, we lost the instructor at the start of the new fiscal year. This is unfortunate because, with the full-time position, we were able to serve off-site students via a partnership with the Pueblo of Laguna. We do hope to continue and expand off-site instruction in the upcoming fiscal year, pending the hiring of a new full-time instructor.

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?

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Our program has successfully migrated to managed enrollment with quarterly orientations. During these orientations, we stress the importance of in-person learning with an instructor as we have found this offers students the greatest chance at successfully earning a high school equivalency diploma. While we recognize that in-person instruction isn't always feasible as students' lives grow increasingly complicated, we find greater success when students come in person. Our instructors will accept online study via Essential Education if a student is unable to come in person, but we do what we can to encourage their in-person attendance. This builds community, confidence, rapport and helps students feel part of the greater NMSU community, which in turns sets them up for success beyond Adult Education.

As previously discussed, we would like to expand our reach with off-site instruction, hopefully in area chapter houses, community learning centers and the like. The ultimate goal is the build an educational bridge for residents who find themselves tucked away in some of the more remote corners of the region.

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.

We have an informal partnership with the Pueblo of Laguna's Partners For Success, which we launched in the spring. As part of this partnership, we sent an instructor to their location to deliver in-person instruction. Out of a 15-student cohort, we were able to graduate 2 students within a couple of months and several others are close to graduating. For their part, Partners For Success co-managed the students, provided meals, school supplies and ensured accountability. Out of our 15-student pilot program, we only lost one student through absences.

Formal MOUs:

- Northern Area Local Workforce Development Board

Informal partnerships:

- Family and Child Education Program
- National Indian Youth Council
- Navajo Nation TANF
- Acoma Department of Education (Partners For Success)
- 13th Judicial District Treatment Court

5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2023-2024:
 - a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?

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We had three professional learning priorities: Improved performance, instruction and Career Pathways, IET.

Overall, our performance definitely improved during the 2023-2024 fiscal year. While more improvement is expected with the addition of a full-time administrative assistant, NMAEA conferences and the Mountain Plains Conference were both instrumental to securing a better understanding when it comes to performance data and how to improve it.

In terms of instruction, our instructors have benefited from workshops aimed at improving direct instruction, as opposed to the differentiated instruction that has historically been used in our program. Instructors were able to ask questions, bounce ideas off of each other and develop plans to specifically address our student population.

In terms of IETs, while we went to an IET institute in Santa Fe, we have been busy trying to staff and stabilize the Adult Education portion of our program prior to expanding its scope and reach. We hope to change this in the upcoming fiscal year.

- b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?

Bar none, instructors enjoyed the NMAEA conference that was offered in Albuquerque. During that conference, they were able to network with other AE instructors and explore other ways of delivering content to students and helping to ensure their overall success.

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

The availability of instructors was a challenge for professional learning. Three instructors simply couldn't arrange to leave for conferences. While the instructors who were able to attend did share what they learned, nothing replaces the synergy of an in-person conference and learning opportunity.

- d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

Overall, I think we were able to implement a professional learning plan and policy. The instructors who were unable to participate would likely remain unable, no matter the assistance or support, as it was mostly health-related issues that prevented their participation.

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) _____ 96 _____

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) _____ 62 _____

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) _____ 26 _____

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%	33.33%	42.71%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	61.11%	42.86%

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	36.26%	39.44%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	47%	46.34%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$3849.54	\$3528.79

Section III. Evaluation of Program Effectiveness

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

1. Discuss your retention rate and its changes compared to PY 2022-2023 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

We had a 74 percent retention rate in our program during this fiscal year. Our program's NRS participants logged in at 96 this year, compared to 87 last fiscal year. Non-NRS participants were 62 for this fiscal year while we had 49 non-NRS participants last fiscal year.

While we still have a larger portion of non-NRS participants than we might like, what we see, overall, is an uptick in students. Our combined student population – NRS participants and non-NRS participants – stands at 158 students served during the past fiscal year. During the previous fiscal year, we served 136 students.

We moved to a managed enrollment format during this fiscal year, with orientations scheduled quarterly. Meanwhile, as a result of prompt TABE testing, we've been able to sift out students for fast tracking of earning their HSEs. This not only helps with retention, but it encourages all students and, I think, has been a positive influence on overall retention.

Meanwhile, we also started off-site instruction with the Pueblo of Laguna's Partner's For Success program. This was in an effort to address barriers to education, in this case transportation and low income.

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.

Our post-testing rate comes in at 26 percent, which is below the required 50 percent rate required by policy. Efforts to improve our post-testing rate continue and include testing students as soon as they become eligible for post testing and monitoring that data point. We've been without an administrative assistant since January and, unfortunately, haven't been as effective in our post-testing endeavors as we'd like. We also sometimes lose students when they're due for post-testing.

Improvement plans include hiring a dedicated administrative assistant to effectively monitor post testing, highlighting our student logs when testing is due (we keep a spreadsheet in teams that lists each of the students in our program, along with TABE test results, contact information, HSE tests passed and weekly instructor notes). We have room for improvement here and are taking steps to address the post-testing rates.

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.

With the exception of our post-testing rate, and by a few dollars for second quarter median earnings for AE students, we met or exceeded our key performance indicators. Our MSGs

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exceeded the state's 42 percent requirement and our credential attainment is nearly 43 percent, well ahead of the 32 percent requirement.

With continued effort and adding an administrative assistant to the staff, our needed post-testing rates will climb, along with reported employment and earnings because we will have a dedicated person to monitor data, act upon the data and collect and input needed information.

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

As previously mentioned, adding a dedicated, full-time administrative assistant to the program's staff will positively improve our program's performance. We'll be able to better monitor post-testing needs and collect matching data to ensure employment and earnings information is collected.

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

Overall, we continue to see an uptick in the need for our services in the region. Additionally, word of mouth continues to drive students to our program. Fast tracking ready students has been a boon not only for the students who come to ready or nearly ready for HSE testing, but for the overall student body. That's because program graduates bring hope and show other students that earning an HSE is an achievable goal and can be done.

We continue to struggle with losing students early on in the program and this happens for a variety of reasons, ranging from barriers to simply not being ready yet. Even so, I remain convinced that the program should always remain open and ready to accept individuals when they are ready. The required orientations help to both filter out students who aren't yet committed and instill hope for those who are ready to begin their educational journey.

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 continue to examine our data and its trends as we discuss individual students and the larger body of students. By actively cross-checking students' hours with post-TABE testing and MSGs, for example, we've seen how just post testing one student can have a significant impact on our key performance indicators. When students are post-testing, we often also discover that they are ready for GED practice and official tests. Passing even one HSE test has a positive impact on our MSG performance and, ultimately, credentialing rate.

In the upcoming year, especially after a full-time administrative assistant is hired, we'll continue to actively monitor opportunities for improvement and educate staff and instructors about its importance and overall value to the program.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	158	\$56.66	\$8,952.25
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	158	\$124.44	\$19,661.52
Referrals to and coordination of activities with other programs and services.	Career Service	22	\$58.00	\$1,276
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	25	\$48.00	\$1,200
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	20	\$45	\$900
Total:		240	*	\$21,989.77
Integrated Education and Training (IET) programs	Training Service	N/A	N/A	N/A

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

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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.

NMSU-Grants is part of the Northern Board. In this region, all Adult Education programs have reported difficulties with securing support to Adult Education students. To address these concerns, and bolster the economic prospects of individuals and the region as a whole, AE directors often meet to strategize success plans that will improve student outcomes, especially when supported with financial incentives.

To this end and with a new service provider for the Northern Board, we continue to advise our partners about upcoming orientations and invite them to present at them. It is our hope that these continued invitations and partnerships will improve the conditions for our students, who are among the most economically and socially fragile and, eventually, build out the infrastructure to support and develop the residents and families that call our region home.

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?

Our biggest challenges continue to be serving our students with WIOA Title I funding opportunities. While we consistently invite our service partners to orientations and to meet our students, we have a difficult time actually securing financial assistance for our students.

In the upcoming year, we hope to add IET programs to our AE offerings and, for that, financial support will be crucial to ensuring the success of students and the region as a whole.

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Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2023-2024 program year.

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

While our program doesn't officially have an IET as of yet, as part of our onboarding, a representative from NMSU Student Services gives a presentation about the educational opportunities that are available on campus. During orientation, we also include a campus tour, where students are able to see classrooms, labs and shops on campus, including the nursing lab, automotive shop, welding shop and electrical shop. Students are also asked about their future plans, post HSE, and, as soon as they graduate, the director or instructor walks with them to Student Services so they can enroll and further their education.

Students are often asked about their future plans, beyond just their HSE, so they can begin to envision themselves working toward goals and dreams.

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) No

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

4. Enter MSG rate of your IET participants N/A
(Table 11, sum of first 5 rows of column G)

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

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.

As previously mentioned, onboarding starts with signing up for a quarterly orientation. During the orientation, students are given an overview of the program and learn how to navigate earning an HSE. Sobering statistics are also shared regarding the Bureau of Labor's annual educational attainment data – earnings and unemployment rates. This information is juxtaposed against increasingly high rent, food and utilities costs so that students can have a visceral understanding of how education directly benefits them in the short and long runs. Students are also encouraged to reflect about potential stumbling blocks and formulate a plan to overcome these blocks so as to ensure success. Goals beyond an HSE are also developed so that the earning of an HSE becomes an intermediate goal in a larger educational plan.

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During orientation, we also invite previous graduates of the program to talk with incoming students as part of a graduate panel. We've found this to be an invaluable component of the program because our new students can so readily relate to our graduates – fears, concerns, stumbling blocks, etc. Once new students have talked with these graduates, and often learned they're now NMSU students, a sense of optimism permeates the room and incoming students begin to believe earning an HSE is an achievable goal.

In terms of assessments, students are required to take their TABE tests within 2 weeks of the orientation. Once TABE tests are completed, scores are evaluated so students can fast track through the program if they're ready. If TABE scores don't support a fast track (we're looking for NRS levels 3 & 4), student can begin instruction. Even if a student isn't able to fast track, however, we're looking for quick wins to bolster students' confidence. Therefore, as soon as the 12 study hours are in place and we feel a student is ready, we'll nudge them to try practice tests in a subject or subjects that we feel confident that they can pass. In this way, if we can get one HSE on the books, students become more motivated and see that they can, in fact, earn their HSE.

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.

Having a full-time instructor is an invaluable pillar of the program. With a full-time instructor, we were able to serve students with direct and differentiated instruction in remote locations to better serve our region. Outside of the full-time instructor, we enjoyed four part-time instructors during the past fiscal year. With this staff, we were able to serve students both during the day and into the early evening, which enabled us to serve working students as well as stay-at-home mothers.

In addition to a diverse schedule in an effort to serve our diverse population, students are also able to work with any of our instructors on duty, not just the instructor they are assigned to work with. This cross-pollination helps us more effectively serve students. Even so, most students prefer to work with just one instructor throughout their HSE educational career.

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.

During orientation, students are introduced to a number of wrap-around services that are available on campus and with our WIOA partners. On campus, for example, we offer an Aggie Cupboard, which offers free food and toiletries to NMSU students and staff – and this includes AE students. Our WIOA Title I partners are always invited to present at orientations in an effort to support our vulnerable student population.

In terms of technology barriers, our instructors offer differentiated instruction, as well as indirect life skills, to support their learning. Sometimes, this takes shape by showing students how to use technology in the classroom, from Essential Education to working with Study Buddies to creating GED accounts.

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.

In terms of College and Career Readiness Standards, our lessons and modules align with College and Career Readiness standards and Webb's Depth of Knowledge. Resources include Essential Education online and workbooks, Khan Academy, Breakthrough to Math, McGraw Hill's Reading Basic series, McGraw Hill's Common Core series, TABE skills workbooks, Study Buddy material, GED Flash and more.

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.

Less a theoretical framework and more a management style, I rely on an eclectic background of both instruction and transparency. In the classroom, I've taught creative writing, ESL and adult education. In all instances, I relied heavily on student-centered instruction and autonomy to facilitate learning, growth and development. This background meshes well with the needs of adult learners, who have goals and objectives that they want to reach – with our help. We encourage and celebrate this autonomy, which helps to foster critical thinking skills and is vital to lifelong successes for our students.

From a management perspective, my 12 years as a print journalist comes into play as I bring everyone into decision-making processes and offer as much transparency to staff as I can. We openly talk about our program's challenges and triumphs and we keep the overall bigger picture in mind: That our objective is to help students earn their HSEs, so they can get on their way and achieve their bigger life goals.

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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).

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 2023-2024, just indicate N/A). **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).
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 for 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.

IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. \$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 2023-2024 Total hours contributed – Volunteer Tutors

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

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

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

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

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

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.

\$900

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
1,900	\$1.19	\$1,139.77

Alternate option:

N/A

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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 2023-2024.

Source	Amount
N/A	

B. Program Income Activities

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

\$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	