NEW MEXICO
HIGHER EDUCATION
DEPARTMENT

State of New Mexico
Higher Education Department
Adult Education Division

Program Annual Report
Preparation Guidelines and
Reporting Template

2023-2024

Please email reports in PDF form to:

adult.education@hed.nm.gov

Adult Education Division
New Mexico Higher Education Department
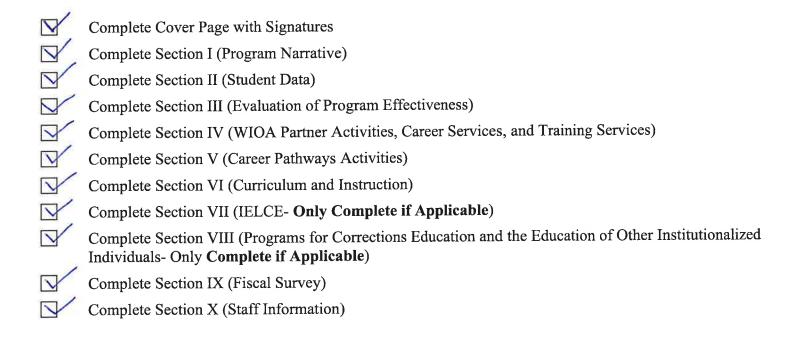2044 Galisteo, Suite 4
Santa Fe, NM 87505

Reporting Deadline
September 3, 2024

(Please email your reports to adult.education@hed.nm.gov no later than 5:00 p.m. on the due date.)

Annual Program Report
2023-2024

Please note: You *must* complete every relevant section of this report template. If you do not fully complete any section list below, the report will be returned to you for completion and resubmission. Failure to complete any section jeopardizes our ability to do time-sensitive reporting to state and federal oversight bodies.

Checklist:

- ☑ Complete Cover Page with Signatures
- ☑ Complete Section I (Program Narrative)
- ☑ Complete Section II (Student Data)
- ☑ Complete Section III (Evaluation of Program Effectiveness)
- ☑ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)
- ☑ Complete Section V (Career Pathways Activities)
- ☑ Complete Section VI (Curriculum and Instruction)
- ☑ Complete Section VII (IELCE- **Only Complete if Applicable**)
- ☑ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only **Complete if Applicable**)
- ☑ Complete Section IX (Fiscal Survey)
- ☑ Complete Section X (Staff Information)

New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report
Cover Page

Program Name:	**Adult Education**
Institution or Organization:	**Northern New Mexico College**
Address:	**921 Paseo de Onate**
City:	**Espanola**
County:	**Rio Arriba**
Zip:	**87532**
Main Phone:	**(505) 747-2100**
Website:	**nnmc.edu**
Social Media:	
Workforce Region(s) Served:	
New Mexico Counties Served:	**Rio Arriba**
Submission Date:	
Program Director, Manager, or Coordinator Name and Title:	**Cecilia Romero, AE Director**
Contact Information:	Phone(s): **(505) 747-2198**
	Email: **cromero@nnmc.edu**
Alternate Contact Name and Title:	**Dr. Larry Guerrero, Provost**
Contact Information:	Phone(s): **505-747-2225**
	Email: larry.guerrero@nnmc.edu

(signature)

August 24, 2024

_____   **DATE**
Signature of the Chief Executive Officer or Designee

Hector Balderas, JD, CFE, President
_____

Typed Name and Title:

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.**

   Northern New Mexico College's Adult Education (AE) program is located in Espanola, New Mexico. The AE program provides educational services to students in the Espanola community and surrounding areas. The mission of the Adult Education program is to serve the community's needs and transform students' lives through education, by improving student's literacy and college and workforce readiness skills to achieve a better standard of living. The Adult Education program provides educational services by offering classes in HiSET preparation, English as a Second Language (ESL), and Integrated Education and Training (IET classes). In addition, AE students participate in workforce and career exploration webinars, in-person presentations, and activities.

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.**

   The AE program did face staffing challenges in FY23/24. During FY23/24 the program did experience some turnover for the data technician position. In addition, one part-time instructor and one full-time instructor resigned, and after years of service, one part-time instructor retired. Although we did experience staffing challenges, AE staff pulled together to assure that there was no disruption in students learning, services, and support. Since May of 2024, the AE program has hired a new data tech and one part-time instructor. Sadly, we do have high employee turnover due to lack of career growth opportunities and poor compensation. Collaboratively, the program will work together to address and strategize staffing challenges.

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?**

   The Adult Education program offers an array of HiSET instructional modalities resulting in greater flexibility in delivering instruction and facilitating student learning. The program offers different modes

of instruction to help meet students different learning styles and overcome barriers to learning. Students have access to equitable technology and electronic devices. AE classrooms are equipped with Mondopads for the delivery of instruction and students have the option to checkout Chromebooks and access to the AE computer lab. We incorporate technology into the class which provides both learners and instructors with digital literacy and tools to promote student growth. The goal going into FY24/25 is to focus on student success for all learners.

Current Modes of Instruction

1. Online HiSET preparation classes (level I and level II) with daily live Zoom lessons. Classes are held Monday-Thursday 8:00am-1:30pm.
2. In-Person HiSET preparation classes are held, Wednesday, Thursday, and Friday from 3:00pm-6:00pm.
3. HiSET preparation classes via Essential Educations HiSET Academy online platform.
4. English as a Second Language (ESL) classes are held, Monday, Tuesday, and Wednesday from 5:30pm-7:30pm.
5. Approximately 3 IET courses per FY.

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.**

The Adult Education program has numerous meaningful informal partnerships where we are able to collaborate and join efforts to support AE learners by offering learning and self-development opportunities to best support the individual student. Current informal partnerships are with:

1. **Northern's Educational Opportunity Center (EOC):** Northern's EOC is a free educational program that helps individuals pursue their college and career goals. They provide information, advisement, and support in the areas of high school equivalency, post-secondary education, trades apprenticeships/certifications, and financial aid.
2. **Northern's Counseling and Student Support Center (CASSC):** Northern's CASSC offers support for mental health needs. They provide individual counseling, group counseling, and crisis intervention. Services are confidential and free of charge.
3. **Northern's Math Learning Center (MLC):** Northern's MLC provides services for students to help strengthen their math skills by offering free tutoring sessions in-person or online.

4. **Northern's Writing Center:** Northern's Writing Center offers free sessions either online or in-person to assist students with writing, grammar/spelling, punctuation, structure and organization, scholarship letters, and much more.

5. **Hoy Recovery Program and Darrin's Place:** The AE program provides participants with educational support/instruction while in recovery. Participants have the chance to partake in IET courses to gain workforce and foundational skills and certifications that lead to employment.

6. **New Mexico Workforce Connections:** Provides students with job readiness skills, resume and cover letter writing support, and interviewing tips. The Workforce Connections department also provides students with job searching assistance and information on apprenticeship and internship opportunities.

7. **La Despensa del Barrio (Northern's Food Pantry):** AE students are provided with weekly points where they can purchase groceries and personal hygiene products.

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?**

   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?**

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

   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?**

Our program PL priorities in 2023-2024 were to focus on building AE, ESL, and IET programs and to be involved in more outreach and marketing initiatives. Efforts and trainings that AE staff and director participated in were valuable in achieving these goals. Program enrollment was up from the prior FY and partnerships were developed with Hoy Recovery and Darrin's Place to offer clients HiSET instruction while in recovery. In addition to expanding AE instructional services we were successful in developing and getting approved IET courses in Electrical, CNA, and Basic Wildland Fire Training. The COABE conference was very helpful in learning about the development and application process of IET courses. The insight that was gained about IET and the components that need to be integrated, the alignment of learning objectives, and linking your IET course to a specific career pathway was very useful when developing these IET courses.

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)   151

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD)   54

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)   39.07%

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%	35.53%	52.32%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	N/A	N/A

New Mexico Adult Education Local Program Annual Report 2023-2024

Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	37.5%	45.24%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	51.72%	55.0%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	$2,882.32	$4,006.17

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.**

   Students retention continues to be a priority and of importance. AE staff recurrently has meetings to discuss and re-evaluate program retention efforts. Our retention rate for non-NRS participants is 35.76% and for NRS participants is 64.24%. In FY23/24 AE enrollment doubled from that of FY22/23 and there is a slight increase in NRS participants retention and a decrease in non-NRS participants. In FY23/24 we changed our onboarding process. We have found that onboarding provides AE staff with the opportunity to engage, understand, and motivate students as they begin their journey in the AE program. It is the first step in open communication that helps us learn about students challenges that may be keeping them from attending class regularly or why they may choose to leave the program before earning their credential. Good communication and clear and concise expectations among AE staff and between students allow us to intervene, and prevent issues before they arise.

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.**

   Efforts to increase post-testing rates includes being transparent with students on the how and why we post-test. During onboarding we thoroughly go over pretesting, post-testing, and discuss and interpret results. We will continue to run the Dashboard in the LACES database to identify which students are eligible for post-testing and work on getting students scheduled and prepared for testing.
   In addition to alleviate some of the nervousness and anxiety around test-taking we provide students with a stress-free testing environment. For those students who suffer from test anxiety we provide resources that focus on coping strategies for general and test-taking anxiety. Being mindful of student's challenges, whether it be challenges with childcare, transportation, or work or family obligations, we offer flexible scheduling along with in-person or remote testing options.

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.**

MSG and employment after exit negotiated targets levels and state goals were met. MSG percentage went from 35.53% to 52.32%. Median earnings for FY23/24 ($4,006.17) fell short of the state goal of $4,500.

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 negotiated target/state goal for credit attainment was not met. We will continue to encourage students to pursue higher educational goals and provide support along the way. We aim to provide students with instruction that focuses on college academic readiness and incorporate college and career exploration activities into the program.

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

Our program trends are promising and going in the right direction. From the prior FY, enrollment doubled, HSE attainment improved, and our MSG rate increased. In FY23/24 we expanded AE instructional services and IET opportunities for learners. We use our growth as motivation to continue to work hard so that we can provide and connect students and our community with more opportunities.

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.**

The AE program continues to carefully evaluate and learn from its program data. We use our data, not only to measure students learning achievements, needs, and outcomes, but also as an indicator for how effective our programs performance is. The data permits us to recognize and intervene when a student may need extra support and as a program, it helps us identify when change is needed at the program level or at the instructional level to assure that students needs are being met and they thrive while in the program. As we strive towards continuous program improvement and student success, we will continue to use data as the driving force to support change and improvements as identified and needed to promote student success and program outcomes.

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	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding*

			Costs, for Program Year 2023-2024	Administrative Costs
Outreach, intake, and orientation information	Career Service	151	$6330.00	$41.92
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	151	$16,200.00	$107.29
Referrals to and coordination of activities with other programs and services.	Career Service	27	$1540.00	$57.00
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	151	$7,170.00	$47.50
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	151	$8,330.00	$55.17
Total:		631	*$39,540.00	$308.88
Integrated Education and Training (IET) programs	Training Service	46	$1000.00	-0-

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

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

New Mexico Workforce Development in collaboration with NM-Help purchased the required equipment and supplies for the AE programs IET welding and basic CDL training class. Purchased equipment included welders, welding gloves, personal safety equipment, and CDL training manuals.

3. **Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce**

Development Board (LWDB) websites with links to Local Plans can be found here: https://www.dws.state.nm.us/en-us/Workforce-Boards. How did your program align adult education and literacy activities in 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

We incorporate workplace activities and skills into our AE curriculum to give students exposure to career options and better help them develop their essential workforce preparation skills. With the experience of our instructors and with the help of our community, local employers, and NM Workforce Connections we are able teach and prepare our students with the skills that they will need in the workforce.

In addition, we maintain communication with representatives from Workforce Connections to learn about job vacancies, education and on the job training opportunities, internships, and apprenticeships. Members from the community and local employers visit the classroom and present and discuss education and employment opportunities.

New Mexico Adult Education Local Program Annual Report 2023-2024

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.

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)

   | 46 |

3. What percentage of your NRS students participated in IET programs   30.46%

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

4. Enter MSG rate of your IET participants   121.74

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

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

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.**

   Onboarding is held the week before the new term starts. We use onboarding as an opportunity for students to get familiar with AE staff and instructors prior to class starting and also as a way to learn about students, their learning needs, and struggles. Furthermore, in depth we go over TABE testing, program expectations, class schedules, and HiSET testing. During onboarding we try to connect students with the right support and resources so that they can be prepared and successful while in the AE program. Additionally, guest and student speakers are invited in the below areas. Once students have attended onboarding, they are scheduled to pretest and placed into classes.

   ### AE Onboarding Guest Speakers

   - Northern's HiSET Test Administrator- (HiSET testing, scores, and testing requirements).
   - Northern's Security Department

- Northern's Counseling Department
- Student Speaker (former AE graduate)
- Northern's Student Services-Food Pantry and an overview of student support services)

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.**

Current class schedules provide adequate frequency of instruction that promotes student growth and strengthens students understanding of concepts being taught in HiSET preparation classes. A grouping approach is used in our in-person HiSET preparation classes in efforts to offer instruction that is better aligned with students' current level of skills/knowledge and individual needs. For learning beyond the classroom, students have access to the Essential Education online platform and tutoring services by Northern's Writing Center and Math Learning Center.

- Online HiSET preparation classes (level I and level II) with daily live Zoom lessons. Classes are held Monday-Thursday, 8 hours of instruction per week.
- In-Person HiSET preparation classes (level I and level II) held Wednesday, Thursday, Friday from 3:00pm-6:00pm, 9 hours of instruction per week.
- HiSET preparation classes via Essential Educations HiSET Academy online platform. A minimum of six hours per week are required.

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.**

We connect students with resources and support that allows them to focus on learning and overcome obstacles that may interfere with their learning or academic commitment. Some of those services are:

- Northern's Food Pantry-Students receive weekly points and can purchase groceries and hygiene products.
- Northern's Counseling and Student Support Center (CASSC) offers support for mental health needs and provides information on other programs that can assist with housing, health insurance, and childcare.
- Workforce Connections-Provides job searching assistance, help with resume writing, and job interviewing tips.

- Northern's Accessibility and Resource Center (ARC)-Provides support services for students with disabilities that are aligned with Section 504 of the Rehabilitation Act of 1973 and Americans Disability Act (ADA) of 1990.

- On campus, students have access to Wi-Fi, computers, and a quite place to study or attend classes remotely. Students are able to checkout Chromebooks, use the newly updated AE Computer Lab, or Northern's Library.

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

Aligning our curriculum to the college and career readiness standards does remain a priority. However, staffing challenges and the turnover of AE staff and instructors has made it difficult to do so. In addition to their own lesson plans, instructors incorporate the use of TABE Academy into their class which is aligned with the college and career readiness standards.

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.**

To meet the need of those students who enter the AE program with lower literacy and numeracy skills and to be able to give them the attention that they need, it would be nice to incorporate small group instruction and intervention that reinforces a positive learning environment free of fear and judgment for the learner. The instructor will would be able to modify and personalize assignments, simplify instructions, break down complex tasks, provide accessible instructional materials, and work closely with the student to set learning goals. Working in a smaller group will make it easier to teach instruction that aligns with the student's strengths and learning preference while keeping students engaged in the process.

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 negotiated target/state goal for credit attainment was not met. We will continue to encourage students to pursue higher educational goals and provide support along the way. We aim to provide students with instruction that focuses on college academic readiness and incorporate college and career exploration activities into the program.

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

Our program trends are promising and going in the right direction. From the prior FY, enrollment doubled, HSE attainment improved, and our MSG rate increased. In FY23/24 we expanded AE instructional services and IET opportunities for learners. We use our growth as motivation to continue to work hard so that we can provide and connect students and our community with more opportunities.

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.**

The AE program continues to carefully evaluate and learn from its program data. We use our data, not only to measure students learning achievements, needs, and outcomes, but also as an indicator for how effective our programs performance is. The data permits us to recognize and intervene when a student may need extra support and as a program, it helps us identify when change is needed at the program level or at the instructional level to assure that students needs are being met and they thrive while in the program. As we strive towards continuous program improvement and student success, we will continue to use data as the driving force to support change and improvements as identified and needed to promote student success and program outcomes.

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	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding*

New Mexico Adult Education Local Program Annual Report 2023-2024

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): $\boxed{\text{N/A}}$

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.

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).

1. Please indicate the number of Corrections Education and the Education   N/A
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.

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
32	$12.00	$320.00

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

Total hours contributed	Fair Market Value per Hour	Total
32	$10.00	$768.00

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

Total hours contributed	Fair Market Value per Hour	Total
32	$24.00	

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.

$65,000.0

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) 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
1259	$54.48	$68,590.00

Alternate option:

New Mexico Adult Education Local Program Annual Report 2023-2024

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
TANF	$13,000.00
IET Pilot	$64,000.00

B. Program Income Activities

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

$77,000.00

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide "the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years." WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, *we ask you to calculate these costs only for Program Year 2023-2024.*

Please do your best to calculate these expenditures faithfully; we appreciate your efforts and understand that it is challenging. Please take note of the following additional guidance, and let us know if you have any questions.

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) *all or nearly all* of the students in your programs receive many of the services listed as "career services" (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don't necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person's hourly rate and calculating how much time this person spent on such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:
  - You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you *do not need to report them in Section IV.*
  - *Do not include any administrative costs in your report.* Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
  - Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
  - If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf The section on Career and Training services starts on page 40 of this PDF.

New Mexico Adult Education Local Program Annual Report 2023-2024

Please email Amber.Gallup@hed.nm.gov if you have any questions about career and training services as you prepare this report.

Please email Katya.Backhaus@hed.nm.gov if you have any questions regarding data and performance.