Annual Program Report

Cover Page

Program Name:	**Adult Education**	
Institution or Organization:	**Southeast New Mexico College**	
Address:	**1500 University Drive**	
City:	**Carlsbad**	
County:	**Eddy**	
Zip:	**88220**	
Main Phone:	**575-234-9250**	
Website:	**https://senmc.edu/adult-education/index.html**	
Social Media:	**https://www.facebook.com/profile.php?id=100064447973743&mibextid=ZbWKwL**	
Workforce Region(s) Served:	**Eastern Area Workforce**	
New Mexico Counties Served:	**Eddy County**	
Submission Date:	**August 5, 2024**	
Program Director, Manager, or Coordinator Name and Title:	**Misty McCormack, Director**	
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Alternate Contact Name and Title:	**Marina Sanchez, Program Coordinator**	
Contact Information:	Phone(s):	**575-234-9253**
	Email:	**msanchez@senmc.edu**

Signature of the Chief Executive Officer or Designee

7/31/24
DATE

Dr. Kevin Beardmore, SENMC 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.
   The Adult Education (AE) office staff consists of an AE Director, Program Coordinator, and one full-time ESL Instructor. The program currently employs three High School Equivalency (HSE) and two English as a Second Language (ESL) instructors. The Program Coordinator also serves as an ESL instructor. The AE staff uses the LACES database to monitor pre- and post- testing and to track student attendance. All program funding is used to serve individuals who have barriers to employment, including English language learners, immigrants, and low-income individuals and those students who wish to obtain diplomas and credentials. In addition, our program assists adults with obtaining postsecondary education, employment, or training. ESL teachers want to increase students' vocabularies and teach them how to communicate appropriately in real life scenarios. We always encourage our students to complete the ESL program in preparation for citizenship and the workforce. We also encourage those who have not earned their HSE/GED® to enter into our HSE program.

2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. **In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them**. If you are a new director, please consider including a summary of your personal goals and priorities as a leader.
   In 2023-2024 the program gained its first full-time instructor, for ESL, and applied for a second one for the upcoming 2024-2025 fiscal year. The program director will continue to fulfill the duties of the data coordinator position for the foreseeable future. The program coordinator continues to serve as a part-time instructor because finding instructors is a challenge. The challenge is due to instructor pay being low, individuals are not willing to work in the evening, or are unavailable, the number of weekly hours are low, and the program budget is limited. There is a possibility of gaining additional program funding through partnerships and from the institution to address these challenges by increasing teacher pay and offering more class sessions.

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?
   In order to meet the needs of all students, it is important to remain flexible in our approach and always be prepared as things can change rapidly. It is important to have options so we are going into this year with multiple options and approaches for students. Every student in our program is provided with a NMDELT account upon enrollment that he/she will use to access Google Classroom and be able to attend courses virtually. All of our courses are implemented via a hybrid approach so that students can be flexible with how they choose to attend. Students can come in-person, or they can choose to attend virtually, or a mixture of the two. Virtual courses are offered via Google Meet and course content and information is posted on Google Classroom. In addition, each instructor utilizes WhatsApp or Remind to be able to communicate with all students. Instructors can use Pear Deck and Boardworks (an online learning platform) to assist with virtual instruction and this year the state is providing students with access to Burlington English and Essential Education as online options for instruction and practice.

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.
   1. Carlsbad Literacy Center: We have a current Memorandum of Understanding (MOU) and partnership with this local organization. Our program refers students to the center who may need on-on-one tutoring, or additional assistance building literacy or English language skills, up to a 6th grade level.
   2. Carlsbad, Loving, and Artesia High Schools: The AE Director and Superintendents of each high school have an informal agreement in place in order to help under-age students with obtaining a High School Equivalency. The schools provide referrals and contact information and our office provides enrollment, student tracking, and we report the activities and progress of students back to the schools.
   3. TRIO: We are partnered with TRIO and they provide a specialist who assists any student who wants to enter into postsecondary education. We provide a referral for any students who are interested in attending college, and the TRIO specialist provides help with admission, testing, and financial aid.
   5. SENMC: The SENMC Library and Grants Services department collaborate with the Adult Education Program to offer services to our students. Grant Services offers a free summer bridge program every semester for any students who are enrolling in the college. We refer any HSE students who wish to enter into postsecondary education to this program. The goal is for students to enter college without the need for any developmental or remedial courses. These departments also offer literacy events and family activities that are open to the Adult Education students.

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?
      The professional learning priorities were to promote and support access to professional learning, design instruction to build learners' technology and digital media literacy skills, and to utilize survey evaluation tools to understand program strengths and weaknesses. The priorities were addressed with trainings on Boardworks, Nearpod, Training from the Back of the Room, and on the PLP system itself.
   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?
      The most impactful PL experiences were the Training from the Back of the Room and staff training on the PLP toolkit and forms and observation/evaluation system. Training from the Back of the Room allowed instructors to gain skills to enhance instruction and engage students in quality learning and gave them a toolkit they could use immediately. The staff training allowed us to come together as a team to look at program strengths and weaknesses and identify areas we could target to improve and strengthen.
   c. What were your main successes and challenges in implementing your PL Plan?
      Successes included using the PLP provided by the state and identifying areas specific to our program. Challenges included being able to find opportunities for professional development due to scheduling and the limited offerings in our area. Most of the in-person training was offered five hours away and the online webinars were offered at times in which staff were teaching or unavailable.
   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?

Yes, although challenging, the program was able to implement the PLP. Moving forward, it would be helpful to have more training and professional development offered on weekends or evenings, or asynchronously (recorded), so part-time staff who have other full-time jobs can participate as time allows.

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) 248

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) 42

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) 68.95%

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%	59.29%	62.25%
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

Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	41.1%	40%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	61.5%	41.67%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	$4,500	$5,616	$8,840

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.
   The retention rate for fiscal year 2022-2023 was 87% and for fiscal year 2023-2024 it was slightly lower at 86%, but still way higher than the state average of 65%. The program has a mandatory attendance policy that students agree to and sign, and teachers use WhatsApp/Remind to communicate with students. When students miss a class, the teacher and program staff both contact that student to see what is going on discuss any changes or accommodations the student may need. This communication shows students we notice if they are here, care, and take the time to contact them, and allows program staff to address any issues as they occur.

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.
   The current post-testing rate for our program is 68.95% with 171 students out of 248 testing, so that is exceedingly high. The reason for this is we used a close tracking system, via a data spreadsheet, that was updated bi-monthly when attendance was entered into LACES. This allowed us to see how many hours each student currently had as well as see when each student was ready to post-test.

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 numbers, according to NRS Tables, are as follows:
   MSG: 62.25% (Exceeded both Expectations)
   Credential Attainment Rate: 0% (Fell Short)
   Employment (Second Quarter After Exit): 40% (Higher than Negotiated Level of 33.5%, Lower than state goal of 42%)
   Employment (Fourth Quarter After Exit): 41.67% (Higher than Negotiated Level of 25%, Lower than state goal of 42%
   Median Earnings (Second Quarter After Exit): $8840 (Exceeded both Expectations)
   We have continued to focus on pre- and post-testing students (online) and this shows in the MSG numbers. We monitored student hours closely to ensure post-testing once students met the minimum attendance hours. The monitoring is done with a spreadsheet that is used as a tracking form that gets updated bimonthly as attendance is entered into LACES. Part of our tracking process included making sure we conducted follow-up surveys once a month for those students who do not have social security numbers, so this helped with the median earnings, but unfortunately, many students were unable to be reached, resulting in lower employment outcomes. The NRS table does not show any students who attained their high school credentials, but we actually had nineteen who received their high school equivalency credentials. The discrepancy, or lack of data in the NRS tables, could be because the students received a measurable skill gain prior to receiving the credential.

4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.
   Even though the program met the negotiated levels of performance for the second and fourth quarter employment areas, we would like to be above the state goal targets as well. The challenge is surveying students who do not have social security numbers and making sure they are able to be reached after they exit the program. A strategy to improve this is to include this component in our orientation/onboarding process to explain how important this is to our program so students are available and willing to provide this information.

5. Consider your performance data from the last and previous program years. Discuss overall trends.
   In 2021-2022, there were 184 total participants including 129 ESL and 55 HSE students. In 2022-2023, there were 223 participants including 182 ESL and 41 HSE students. In 2023-2024 there were 248 participants including 199 ESL and 49 HSE students. Enrollment continues to increase for both HSE and ESL programs. Measurable skill gains also continue to improve with 52%, 59%, and 61% respectively over the last three years and the retention rate is remaining high at 86% this year and 87% last year.

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 program director is continually looking at the data to make informed decisions regarding any changes that are needed. TABE testing data is used to place students in the correct courses and show any improvements students are making. The LACES database tracks student hours and provides a dashboard to help program staff know when students need to post-test and when follow-up surveys are needed. Student and instructor feedback are also useful and can provide insight as to what is working well and what needs to be changed. The director will continue to conduct classroom observations and complete teacher evaluations and have students fill out surveys evaluating the instructors.

New Mexico Adult Education Local Program Annual Report 2023-2024

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	248	14.34	3556
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	248	31.91	7914
Referrals to and coordination of activities with other programs and services.	Career Service	248	.48	119
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	0	0	0
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	0	0	0
Total:		248	*46.73	$11,589
Integrated Education and Training (IET) programs	Training Service	0	0	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.
   What our program does to serve the unique regional needs and priorities identified in our area is look at the employment trends and needs and look at the data that shows what is needed and relevant to our area. We share this data with students and have them take career interest surveys and set goals.

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 program collaborates with the Local Workforce Development and one-stop operators in order to have a meaningful and ongoing relationship. We have regular meetings with the WIOA Youth and Adult Services Coordinators and the One-Stop operator. The local workforce development office can assist with proctoring pre-tests (TABE) online if needed and can assist students with our intake process if needed. In addition, we invite the different agencies to come and speak to our students in a shared orientation so students know what services are available to them. We also have students register with Workforce Connections, and help them do so. The biggest challenge at this point has been staff turnover or position changes within the Local Workforce Board. An additional challenge is the lack of communication between and amongst all of the partnering agencies.

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.
   The program has implemented career planning and advising as part of our onboarding and orientation process. Students take an interest survey and look at careers they are matched for or interested in and then determine what skills and education are needed for those careers. Finally, they create academic, career, and personal goals.
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 NO/NA

   served in PY 2023-2024 (Table 11, first row of column B) NA
3. What percentage of your NRS students participated in IET programs NA

   (use 2 and number of NRS participants from Section II)
4. Enter MSG rate of your IET participants NA

   (Table 11, sum of first 5 rows of column G)
5. Discuss successes, challenges, and lessons learned from IET programming this year.
   There was not an IET program this year so this section is not applicable.

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.
   Upon enrollment, students complete an intake form and then take a pre-assessment (TABE) to determine proper class placement. The pre-test is administered within 1-3 weeks of enrollment, but before orientation and classes begin. All students are then required to attend an orientation in which they take a career survey and assessment and complete a goal form that includes both educational and career components. At orientation, students participate in a presentation from the campus recruiter and individuals from the workforce development office so that students are connected to both the community and college and are aware of any resources and opportunities available to them.
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.
   HSE and ESL courses are offered both in the am and pm, at least two times a week for 2 hours each time, with some being offered three or four times a week for 2-3 hours. Courses are all offered in-person and online, via Google Classroom, and course content, such as discussion questions, assignments, resources, and videos are posted on Google Classroom. Instructors are also available for individual or small group tutoring.

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.
   Students are provided with free NMDELT accounts to access email and attend classes online. Teachers use communication apps such as Remind or WhatsApp to communicate with students. All classes are offered in-person and online, via Google Classroom, to accommodate all learners. Students who do not have devices are able to check out Chromebooks and can borrow jet packs to be able to access the internet from their own homes. In addition, upon enrollment, all students are referred to the New Mexico Department of Workforce Solutions.

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.
   The AE program uses the College and Career Readiness Standards, found at https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf and the English Language Proficiency Standards, found at English Language Proficiency Standards for Adult Education for every lesson plan and for any purchase of curriculum. Any new curriculum is screened to make sure it is aligned with the standards and teachers are required to submit sample lesson plans and course outlines showing how the CCRS/ELPS are incorporated throughout lessons.

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.
   The programs curriculum adheres to the College and Career Readiness Standards, but teachers also use Webb's Depth of Knowledge and Blooms Taxonomy. Other frameworks and research embedded into program design and curriculum include Growth Mindset (Carol Dweck) and The Adult Learner (Malcolm Knowles) and recently we have been looking into Teaching Skills that Matter and Training From the Back of the Room (Bowman). The leadership and management practices of the program are influenced by the Laws of Leadership (Simon Sinek) and the 21 Irrefutable Laws of Leadership (John Maxwell).

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). N/A

The program did not receive IELCE funding last year.

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

The program did not provide services for any institutionalized individuals or have any programs for corrections education.

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) N/A
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. $11,589

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	$24	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	$18	0

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

Total hours contributed	Fair Market Value per Hour	Total
0	$35	0

6. Please indicate total fair market value of donated supplies and materials. NONE (e.g., books)

7. Please indicate total fair market value of donated equipment. NONE

8. Please indicate total fair market value of donated IT infrastructure and support. $45,000

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
2732	$35	$95,620

Alternate option:
Please indicate institution's building renewal and replacement allocation N/A

Please cite the source document for the amount: N/A

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
NONE	NONE

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2023-2024 fiscal year. NONE

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
NONE	0