

**Annual Program Report
Cover Page**

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Workforce Region(s) Served:	Northern Region	
New Mexico Counties Served:	Santa Fe, Rio Arriba, San Miguel	
Submission Date:	September 3, 2024	
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 Signature of the Chief Executive Officer or Designee

09/03/2024

 DATE

Rebecca K. Rowley, President

 Typed Name and Title:

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Section I. Program Narrative Report

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

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

Academic Career Education (ACE): The Academic Career Education (ACE) program offers a series of classes for Adult Secondary Education. The program focuses on instruction below the postsecondary level in Reading, Writing, Mathematics, Science, and Social Studies, helping students complete their secondary education. These classes are designed to prepare students for college and career readiness, with the ultimate goal of obtaining a High School Equivalency (HSE) credential through the GED or HiSET exams. The class syllabi are aligned with state-adopted College and Career Readiness Standards (CCRS) and include objectives for computer literacy and career preparation. Instruction is available in both English and Spanish and is delivered through a HyFlex model, allowing students to participate in classes either in person or online.

English Language Acquisition: The ESL Program serves individuals who have barriers to employment, training, job promotion, future education, and civic participation because of limited English language skills. A 5-level program of in-person and online classes is offered at SFCC and an off-site location in partnership with Santa Fe Public Schools' Parent Academy. Domain Skills (reading, writing, speaking, listening) as well as pronunciation, grammar/mechanics, and vocabulary-building are components of each class. A Contextualized Instruction model is utilized to include employability, academic, digital literacy, and language skills. Instruction is supported by a) ELPS, b) WIOA correlated / ELPS-integrated textbooks, c) comprehensive course outlines, and, d) surveying of students to ensure ESL classes meet their needs. Students are referred to ACE, IET, and LVSF.

Integrated English Language and Civics Education (IELCE): The ESL program provides education services to adult English language learners, as directed by 34 CFR Part 463 Subpart G, to help students achieve competency in English and acquire skills needed to function effectively as parents, workers, and engaged community members. This is accomplished via contextualized instruction in an ELP standards-based curriculum. Additional learning opportunities are organized to support English language practice in authentic settings with academic, career, and civic focused activities. Interested individuals are referred to IET programs in accordance with 34 CFR part 463.70-463.75.

Integrated Education and Training (IET): Santa Fe Community College Adult Education (SFCC AE) offers tiered Integrated Education and Training (IET) activities designed to support eligible students in achieving educational and career goals. Through the IET model, students can earn stackable, industry-recognized college credentials that pave the way for successful careers.

The IET certificate programs available at SFCC AE include:

- Automotive Maintenance and Light Repair
- Facilities Maintenance Technician
- Certified Nursing Assistant (CNA)
- Phlebotomy

These programs align with the top occupational priorities identified by the Northern Area Local Workforce Development Board (NALWDB). The IET approach at SFCC AE fully integrates career/technical learning

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objectives with classroom instruction, using a contextualized basic education and career preparation model. This integration is facilitated through a team-teaching approach, ensuring that students receive comprehensive support.

To develop and implement IET programs, SFCC AE collaborates with SFCC administrators and instructors from the career/technical training programs. Additionally, partnerships with New Mexico Workforce Connections help in referring and co-enrolling students in adult education, SFCC credit-bearing certificate programs, and the New Mexico workforce system.

Literacy Volunteers of Santa Fe (LVSF): LVSF's mission is to provide free tutoring to adults in reading, writing, and speaking English to strengthen our community, families, and the workforce.

Goal 1: Strengthen our community by increasing education, citizenship, critical thinking, decision-making, communication, access to public benefits, and health literacy, and by decreasing dependency on public assistance.

Goal 2: Strengthen our families by supporting parents' literacy skills, increasing parents' involvement in their children's lives and education, and improving financial literacy.

Goal 3: Strengthen our workforce by increasing employment attainment and retention, job status, earning potential, comprehension of work information, communication and computer skills, and enrollment in pre-High School Equivalency credential studies.

The specific objectives related to strengthening our workforce include increased employment attainment and retention; improved job status; increased earning potential; improved comprehension of work-related information; improved communications skills with co-workers, supervisors, and customers; increased participation in work-related training; improved computer skills; and increased enrollment in Pre-High School Equivalency (HSE) credential studies. Literate employees are more likely to be employed full-time, have increased productivity and fewer missed days, be promoted, and earn more.

LVSF targets adults in Santa Fe with reading and/or numeracy skills below the sixth-grade level. Based on our most recent statistics, 33% of students are male and 67% are female. Seventeen percent are between the ages of 16-24, 45.2% are between the ages of 25-44, 32.4% are between 45-59, and 5.4% are 60 and over. Eighty-eight percent are Hispanic, and 80% fall into the very low-income level. Our workplace students are immigrants who are looking to improve their English communication skills and job skills to advance in their careers.

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.

ACE Program: The ACE program faced significant staffing challenges during the FY 23-24 period. In August 2023, the ACE program specialist, who had served as the lead instructor for all subjects and levels in the evening program for many years, retired. This departure created a staffing gap for the first session of the Fall 2023 semester. Staffing turnover across all positions at SFCC has been unprecedented in recent years, with the Human Resources department struggling to post vacant positions and hire selected applicants promptly. Additionally, the salaries offered are not competitive and do not provide adequate income to meet the rising cost of living in the Santa Fe area. These factors have made it challenging to hire and retain highly qualified professionals, significantly impacting the ACE program.

Midway through the fall semester, the evening program specialist position was filled; however, the new hire resigned in July 2024, nine months later, citing the low salary as a key factor. He was a single father unable to

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support his family on the salary provided. Additionally, the ACE program coordinator resigned in Spring 2024 after receiving a significantly higher salary offer from the University of New Mexico.

Further staffing challenges included the ACE full-time Math instructor, whose spouse's health has deteriorated significantly due to late-stage Parkinson's disease. This situation has forced her to work remotely most of the time to provide care. Moreover, one of the IET coordinators is experiencing significant health challenges and is entirely homebound. She has received approval from SFCC's HR department to work remotely, limiting her ability to fully engage with students and fulfill her professional responsibilities.

On a positive note, the ACE program successfully hired two full-time IET instructors/coordinators during FY 23-24. One was hired in Fall 2023 and supports the Facilities Maintenance Technician, CNA, and Phlebotomy programs. The other, despite the position being posted in September 2023, wasn't hired until April 2024 and now serves the Automotive Maintenance and Light Repair program. This increase in IET staffing has significantly enhanced the program's capacity to serve more students, expand its offerings, and improve the support provided to all IET students and programs. These positive changes are reflected in the FY 23-24 IET performance outcomes.

Despite the obstacles described above, the ACE program saw a notable improvement in performance outcomes compared to the previous fiscal year. ACE team members filled in the gaps that existed by picking up additional adjunct contracts, providing quality training and support to new staff members, reviewing performance data on a regular basis, and sharing best practices among team members.

ESL Program: A new ESL Program Coordinator was hired in September 2024 and it is an excellent fit. The TANF funds that became available in FY 23-24 allowed us to create a second ESL Program Specialist position (50% teaching/50% administrative work). However, it took 4 months to get the job posted initially and the person selected was not allowed by SFCC HR to start until January. A low salary and mistakes with benefits forced this person to resign after only three months. In trying to find a replacement, three separate top applicants from a first re-posting declined offers of employment due to low salary offers. At the time of this writing, we are on the second re-posting of this job. Because we will not have a person in place in time for Fall 2024 semester, we have had to cancel 1 class and combine 3 others resulting in a minimum of 100 fewer spaces for students which will obviously affect our statistics in FY 24-25. It has also become increasingly difficult to find ESL Instructors in the Santa Fe area. In years past, we had up to 18 adjunct instructors. Now, we have 6 instructors, 1 coordinator, and 1 specialist who teach our classes.

LVSF Program: Our Basic Literacy Coordinator position was filled in August of 2024.

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?

ACE Program: In the fall of 2022, SFCC began to encourage departments to return to in-person classes on campus as much as possible. As a result, we purchased the technology to offer all ACE classes in a HyFlex model, allowing students to choose to attend classes either in person or online. Most aspects of the ACE program were offered in a HyFlex learning environment including new student orientation, TABE testing, advising, enrollment, and instruction. Instructors developed the skill of teaching to an online and in person audience at the same time.

ACE staff have become very effective at engaging students in an online or HyFlex model. They use a range of online resources to deliver instruction both in person and remotely, including Zoom, Canvas, Newsela, Microsoft Teams, Google tools, Mentimeter, TABE remote proctoring, and Essential Education. In addition to attending online classes, students worked independently on Essential Education to make progress toward their goals. We were

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also able to check out Surface Tablets to students to assist with their online learning. Due to the staffing challenges described in question 2, one of the instructors who teaches in the evening had to teach from home and as a result, these classes were not available in person. Despite these challenges, however, students continued to attend remotely, and student retention remained steady throughout the year.

ESL Program: In-person classes are by far the most desired by adult ELL students. Online classes are dwindling in popularity and only two sections will be offered FY24-25. Artificial Intelligence programs have been used to generate some content for course outlines. More importantly, AI has and will continue to grow as a means of providing students with digital learning resources for language acquisition. Additionally, in-person classes will continue to use language learning programs and applications to extend learning outside the classroom.

LVSF Program: LVSF offers individual and small group tutor online and in-person. Approximately 95% of our tutoring occurs in-person. Students with time constraints, transportation or child-care issues can meet with tutors to study online. LVSF offered digital literacy to students in conjunction with the Barbara Bush Foundation. These classes were offered both in-person and online, in English and Spanish. While offering a computer skills class in the Fall, we were challenged by older computers tied to an SFCC server and the SFCC requirement for student accounts with individual licensing. Not all of LVSF's students are SFCC students; many are individuals from the community. This unfortunately created a loss of instructional time. (We used the lessons learned in the Fall to improve the process for the digital literacy classes this Spring.) We plan to recruit a tutor to offer digital literacy classes in the upcoming fiscal year. LVSF also has laptops which can be checked out by students for online tutoring or computer skills 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.

ACE Program:

Informal Partnerships: The ACE program continues to collaborate with LVSF to coordinate the instruction of low-level students. The goal is to align the instruction provided by tutors with the ACE program curriculum, ensuring that students benefit fully from both their classes and tutoring sessions. Additionally, ACE supports Integrated Education and Training (IET) efforts in recruitment, advising, and classroom technology. The connection between ACE and the IET career pathway programs is vital, as many IET students are simultaneously working toward their HSE and a college certificate.

Formal Partnerships: ACE staff and faculty work closely with their counterparts in the Health and Sciences department and the Department of Trades and Technology to design and deliver IET career training programs for students preparing for their HSE. Staff and faculty meet regularly to plan, coordinate, and integrate curriculum and lesson plans. ACE has partnered with all AE programs in the Northern Workforce Region and the Northern Area Workforce Development Board to develop an MOA that defines partnership roles to support AE students entering workforce training and Integrated Education Training (IET) programs.

The partnership established in FY 22-23 with the North Central Economic Development District's (NCEDD) Workforce Integration Network (WIN) project expanded during FY 23-24. SFCC is a formal partner in this project, which led to the implementation of the Facilities Maintenance Technician IET program.

The TANF IET grant facilitated an expanded partnership with the Automotive program at SFCC, enabling more students to be served more effectively in the Automotive IET program.

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A new partnership with Santa Fe Public Schools (SFPS) was established in FY 23-24 to provide Spanish GED preparation classes at a southside middle school. This initiative aimed to support the parents of SFPS students in attaining their High School Equivalency. SFPS funded a Spanish GED instructor to teach evening classes twice a week. This partnership has been successful and will continue into FY 24-25.

ESL Program: Formal: Every year we renew a Professional Services Agreement with Santa Fe Public Schools Parent Academy to deliver ESL classes at an SFPS school site; FY24-25 will be the third year we will have classes at Sweeney Elementary School. Informal: Cross-referrals are made with LVSF, ACE and IET Programs. Informal agreements exist and activities are regularly scheduled with SFCC credit programs, Guadalupe Credit Union, SF Chamber of Commerce, Hispanic Chamber of Commerce, Somos Un Pueblo Unido, Santa Fe Dreamers, International Folk Art Museum, and other community organizations.

LVSF Program: LVSF partners with SFCC Academic and Career Education and English as a Second Language programs to support their intake and orientation activities and receive referrals of students who need additional tutoring to support their studies so that they can meet their work and educational goals.

We formally partner with SFPS to offer classes at Sweeney Elementary and Cesar Chavez Elementary to serve parents and other family members of school-aged children. At Somos Un Pueblo Unido, Santa Fe Dreamers, and Catholic Charities we informally partner to specifically support citizenship students. LVSF partners with Nusenda Credit Union in order to offer financial literacy resources. Additionally, we partner with many businesses in town to offer workplace tutoring. LVSF recently entered a partnership with the La Fonda Foundation to provide workplace tutoring to those hourly employees in the hospitality industry at La Fonda Hotel.

LVSF also continues to collaborate with other community organizations such as DVR, local shelters, libraries, churches, and health and community centers, as well as other government agencies, such as United States Citizenship and Immigrations Services, and community foundations.

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?

SFCC Adult Education's Professional Learning Priorities in FY 2023-2024 were:

Professional learning to improve performance outcomes. We participated in monthly discussions with "same /similar" sized programs and attended training to improve program outcomes.

Marketing and Communications Outreach. We formed an internal AE Committee which led us in improving our communications both internally and externally. Additionally, staff attended training and conferences and participated in peer coaching.

Integrated Education and Training. We hired two IET Coordinators. Staff attended professional development conferences, both in-state and out-of-state.

Strengthen community partnerships and connect students to opportunities and services. Staff attended trainings and conferences. We revised our MOU's both formal and informal. Shared partner organizations information on their services with our students.

Continue to attempt to re-establish Corrections Programming. We began conversations about renewing our MOU with the Santa Fe County Adult Detention Center. We would like to assist with volunteer tutors and an HSE class on-site at the Detention Center.

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Strengthen and clarify data procedures. Extensive training was given to our new Data Analyst by our previous Data Analyst and Katya Backhaus. We began work towards a Data Procedures Manual.

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?

Our most impactful professional learning experience in which all our AE staff attended was our Annual AE Retreat held at the Santa Fe Mountain Center. We were able to do team-building and reflective exercises which helped us work together toward common goals. We discussed performance outcomes improvement and activities to assist us in reaching our goals. We also created AE Working Staff Committees which meet monthly on goals and activities. The Communications Committee, the Program Outcomes Committee and the Marketing Committee. Implementing these practices has improved our program outcomes and has improved internal communications.

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

Our main successes were improved program MSG's, completed Exit Interviews, staff, full-time and part-time were compensated for participation in state-approved professional learning activities and everyone is working as a team toward common goals. Funding these activities remains a challenge. We were able to fund these activities because we had savings due to unfilled positions.

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, we were able to implement the NMHED-AE Professional Learning Plan. In FY 2024-2025, we will need financial assistance to implement the policy and our plan. SFCC AE employees received a 6% COLA in FY 2024-2025, thus tightening up our budgets. We will need extra money to implement this policy.

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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) **840**

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) **470**

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) **490**

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%	31.7%	44.9%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	90.9%	70.6%

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	24.4%	39.2%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	20.7%	34.7%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$6,367.5	\$6,875.0

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Section III. Evaluation of Program Effectiveness

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

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

ACE Program: In FY 2023-2024, 435 participants enrolled in the ACE program. Of those students, 334 or 77% of them accrued the 12 hours needed to become NRS fundable. This is a 4% decrease from the previous year which showed an 81% retention rate. It is important to note, however, that although there was a drop in the retention rate, there was an 11% increase in NRS participant enrollment from FY 22-23 to FY 23-24. In FY 22-23 there were 298 NRS participants and in FY23-24 there were 334 participants. This enrollment increase fell short of the State Performance Goal to increase enrollment by 15%. It is likely that the increase in student enrollment combined with the staffing gaps described above, lead to a decrease in the amount of attention that staff members were able to provide students, which might explain the drop in student retention rates from FY 22-23. This, however, is contracted by the significant increase in MSG rates from FY 22-23 to FY 23-24.

ESL Program: Based on our LACES data, we enrolled 710 students (169 more than FY 22-23). 522 of 710 students reached NRS fundable level (74%) which is down 3% from the previous year. Total fundable students + non NRS students as a divisor to the 522 fundable number reveals a quotient overall retention rate of 76.1%. It is likely that increasing student enrollments without increasing the number of classes results in less average attention time by instructors to each student which could explain the slightly lower retention between FY 22-23 and FY 23-24. However, this is contradicted by higher LG and EFL Gain rates this year as compared to last.

LVSF Program: Based on our LACES data, we enrolled 353 students (92 more than FY 22-23). 191 of the 353 students reached NRS funded level (54%) which is down 11% from the previous year. LVSF's retention rate for FY 23-24 is 66.8% compared to a retention rate of 69.6% for the previous fiscal year. Our retention rate dropped by roughly 3%. This may be due to student schedules, changing work schedules and inability to attend as consistently due to economic conditions.

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.

ACE Program: The post-testing rate increased by 5%, rising from 41% in FY 22-23 to 46% in FY 23-24. This improvement is likely due to changes made in the post-testing process. Previously, post-testing occurred weekly for students who met the 40-hour post-testing criteria. However, in FY 23-24, we implemented a new system that tested all students during the final week of each 8-week session. By that time, most students had completed the required 40 hours, and those who hadn't worked independently on Essential Education. This approach provided a consistent and efficient way to capture and test all students.

The likely reason why ACE fell short of the post-testing rate is that many students who complete their official GED don't post-test with TABE. Additionally, IET students don't post-test; instead, their MSG is captured through the successful completion of their certificate.

ESL Program: FY 23-24 post-testing rate is 68% (up from 59% in FY 22-23). With a diligent ESL Program Coordinator and Data Analyst on staff, increased attention to tracking down students to post-test, a stricter attendance policy, and making a strong case to students to help us with testing to maintain funding for our ESL Program, we were able to achieve these results.

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LVSF Program: FY 23-24 post-testing rate is 41% (up from 33% in FY 22-23). LVSF would like to retain sufficient staff to facilitate post-testing of students.

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.

ACE Program: In FY 23-24, the ACE Program exceeded the retention rate target (77%) and the POP MSG target (49.4%) which was a 15% increase from the previous year, FY 22-23. Reasons for these successes could be increased attention to statistical goals, transparency across staff and faculty for purpose and process to achieve goals, diligence in post-testing, and an enforced attendance policy.

ESL Program: In FY 23-24, the ESL Program exceeded targets for enrollment increase (31%); retention/NRS fundable rate (74%); POP MSG (42.8%); EFL Gain (62.3%); and, post-testing rate (68%). Reasons for these successes could be increased attention to statistical goals, transparency across staff and faculty for purpose and process to achieve goals, diligence in post-testing, and an enforced attendance policy.

LVSF Program: N/A

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

ACE Program: There was a decrease in the EFL Gain (56.7%) which was down from 62% from the previous year and fell short of the state negotiated target of 60%. This decrease is likely attributed to the turnover in staff which required the new staff to become familiar with the ACE system and resources used to deliver instruction.

HSE attainment rate for current fiscal year students was 10% which is significantly short of the 20% target rate. There were, however, 33 students from the previous fiscal year who also completed their HSE during FY 23-24. When combining the two, the identified target of 20% is met. Each year, ACE struggles to get all potential completers to test within the fiscal year. As a result, many test in the new fiscal year which makes it so that we are unable to count them as a current fiscal year completer.

ESL Program: N/A

LVSF Program: N/A

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

ACE Program: There was an 11% enrollment increase for the ACE program but a slight decrease in the retention rate from the previous year. Although there was a decrease in the EFL Gain for ACE students, likely due to the hiring and training of new classroom instructors, there was a significant increase in MSG's for the program. This increase is in part due to the hiring of two full time IET instructors which lead to significantly higher MSG attainment for IET students than previous years.

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ESL Program: Overall enrollment is higher. NRS fundable percentage rate is lower, but number of fundable students is higher. We have better post-testing numbers for reasons cited above. From a better post-testing rate comes higher Overall LG, POP MSG, and EFL Gain rates. There are more non-NRS participants. It is difficult initially to discern who will persist. Many outside factors come into play in regards to persistence for our adult ELL population with work schedule changes cited as the majority cause for drop-out.

LVSF Program: LVSF's services are increasingly in demand and staff has struggled to handle the numbers of students requesting tutoring. Enrollment is higher but program improvements are being implemented to increase the number of professional development opportunities offered to tutors, as well as more contact between coordinators and tutors and students.

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.

ACE Program: The ACE team uses the monthly data reports to analyze the progress made toward performance outcome targets. Each month we discuss strategies for increasing post-testing rates, we share best practices, discuss challenges, and identify solutions. ACE staff will continue using the monthly data reports for this purpose. No new students are registered for Summer session classes; instead, summer is used to help those students still needing level gains or attainment of their HSE. The ACE team also uses data to identify students who have completed one or more HSE tests to provide focused advising and support of these students to assist with completing all HSE tests.

ESL Program: Monthly data reports from our Data Analyst are used to understand how we are doing month-to-month as well as in an academic year. One example of how data informs decision-making is in knowing when a student has made a level gain and does not have to test again. This allows for shifts in focus to those students still needing additional test preparation attention to make those gains and allowing those who have made gains to resume primary focus on English language content relevant to their everyday lives. Another strategy coming from data analysis is to pre-test after 12 hours of instruction. This allows time for those students who are not ready to persist in their studies to leave the program before becoming NRS fundable. Once students are retained, efforts are made to accommodate schedule changes and offer ways to stay committed to their learning. No new students are registered for Summer session classes; instead, summer is used to help those students still needing level gains as well as continuing language acquisition for their specific needs.

LVSF Program: The LVSF team uses the monthly data reports to discuss progress made towards reaching outcomes. Focusing on goal setting, monitoring, and collection has helped the LVSF program be more efficient in helping students with their goal attainment. All of the LVSF staff know how to utilize LACES to enter and analyze the data to support the quality and efficacy of the services provided.

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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, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	848	\$86,900	\$110.00
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	730	\$100,050	\$120.00
Referrals to and coordination of activities with other programs and services.	Career Service	103	\$66,270	\$58.40
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	701	\$39,762	\$46.05
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	36	\$26,558	\$42.36
Total:			*\$319,540	\$376.81
Integrated Education and Training (IET) programs	Training Service	38	\$0 SFCC Funded	\$0 SFCC Funded

***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.

The ACE program has implemented all IET programs including the Automotive Maintenance and Light Repair, Facilities Maintenance Technician, Certified Nursing Assistant, and Phlebotomy certificate programs in partnership with the NALWDB and One Stop staff. All partners market these educational opportunities to the community and refer people to the program. In addition, WIOA Title 1 funds, administered by the NALWDB, provide training funds for eligible participants.

Additionally, the ACE manager represents Adult Education Title II on the NALWDB and advocates for alignment of WIOA services to effectively serve students.

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 Adult Education and literacy activities aligns with our Northern Local Area Plan. Our biggest challenge has been working with the HELP NM provider. We're hopeful that the provider selected for FY 2024-2025 will work to assist students in need.

Additionally, IET implementation is in direct alignment of the Local Workforce Plan and strives to align WIOA Title I and Title II services.

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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.

ACE Program: During orientation into the program, all ACE students complete an ‘Academic/Career student learning plan.’ As a part of this process, students complete an interest/inventory assessment and use the results to identify three possible careers they might be interested in. They are asked to research these careers, identify the average salary and education required. This information is included in the learning plan and then is discussed with their advisor in a one-on-one session. The completed learning plan is uploaded to LACES so that all future advising sessions can refer to the career interests of the students. Additionally, an advisor from SFCC admissions are present to the students during orientation about college and career options that are available to students. Throughout their time as an ACE student, all advising sessions include a career advising component. Upon completion, students are referred to the SFCC career coach and academic advising team to explore their next steps

When ACE staff advise students as they are enrolling them into classes, they identify students who may be interested in one of the careers that IET programs that are offered. Advisors then refer students who may be a great fit for IET programs to the IET coordinators for further advising and potential enrollment.

ESL Program: ESL Program Administrative staff provide career planning and academic advising in individual sessions with interested students. Instructors who receive inquiries refer students to ESL Program Administrators. IET and other SFCC program administrators are invited to classes to introduce students to their offerings. Textbook series and Course Outlines include thematic units with content and activities on workforce preparation, career exploration, skill inventories, and language skill building for the workforce.

LVSF Program: Coordinators advise students and provide information on opportunities available to strengthen their skills to achieve their academic and career goals. In the LVSF workplace program, tutors work with students specifically on communication skills to improve their performance at work and their ability to advance in their jobs.

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).

ACE Program: Thirty Eight students served in the IET programs at SFCC for FY 23-24. The following IET programs were offered in FY 23-24; Phlebotomy, Certified Nursing Assistant, and Facilities Maintenance Technician. The Early Childhood Development IET came to an end in FY 23-24, however there were 4 students who were enrolled in an Early Childhood IET class during the fall semester. These students needed additional support and we agreed that we would offer a scaled back version of the IET program. Additionally, the adjunct faculty that worked in the Automotive program retired after the fall semester. As a result, there was a gap in services and a very small number of IET students were enrolled in that IET program for FY 23-24.

ESL Program: The ESL Program promotes IET Programs and refers students to IET Coordinators.

LVSF Program: N/A

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3. What percentage of your NRS students participated in IET programs? **4.5%**
(use 2 and number of NRS participants from Section II)
4. Enter MSG rate of your IET participants **100.4%**
(Table 11, sum of first 5 rows of column G)

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

The IET programs at SFCC achieved significant success for FY 23-24. The increase in support and clarified expectations from the AE State office led to notable improvements in all aspects of the IET programs. With the additional funding, two full-time IET instructors were hired, which allowed for both an increase in the number of students served and an expansion of the programs offered. Furthermore, the TANF scholarships provided substantial support and stability for students, enhancing their overall experience.

However, accessing WIOA Title I funds posed a significant challenge this year. Political issues and inefficiencies within the NALWDB and the WIOA I service provider created major complications, resulting in nearly no WIOA I referrals for IET students at SFCC.

On a positive note, the IET Design Camp Training proved to be an excellent resource for program development and implementation. IET co-instructor teams made considerable progress in developing a unified set of learning objectives for each IET program.

Overall, the improvements in IET structure, funding, training, and resources have led to a substantial enhancement in the quality of this services.

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.

ACE Program: Orientations for the HSE preparation program take place every 8 weeks. All orientations are online and 5 days in length. Sessions are offered in the morning, evening, and in Spanish. Over the course of 5 days students complete the following modules and interactive presentations: program introduction, overview of structure, expectations, and guidelines, career interest inventory, goal setting, New Mexico Adult Education Local Program Annual Report 2022-2023 student learning plans, student success skills, student wellness, and an introduction to online course materials (essential education, Canvas, zoom). Students also complete the TABE test in math, reading, and language. They apply to SFCC, receive a student number, and set up an SFCC account. Finally, students meet with an advisor to review their test scores, enroll in LACES and BANNER, and complete their student learning plan. Advisors follow up with an e-mail that includes their TABE report, schedule, and additional enrollment information.

ESL Program: Current students are registered for the next term at the end of the current term. This gives us an idea of how many seats are left in each class. Promotions from level to level are included in this planning. New

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student orientations/registrations occur in the weeks before each semester starts for all the remaining seats in each class. Orientation sessions include obtaining intake information, program description, placement tests to determine level, advising for class options, and registration into classes. Pre-tests are administered generally after 12 hours of instruction.

LVSF Program: The LVSF enrolls students year round. The enrollment process includes the student completing intake forms as well as identifying the student's main goals. The LVSF coordinator also advises students of other resources available to the student at SFCC or at partnering organizations. Students are usually tested immediately upon enrollment.

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.

ACE Program: Classes are offered in the morning, evening, and are also offered in Spanish. Based on TABE scores, students are placed in a lower level or more advanced English and/or Math class. Science and Social studies are offered as separate classes in the morning. The evening classes take place four evenings a week for 1.5 hours and are divided into lower level and more advanced. All subjects are covered in these classes. All students are placed in Essential Education, allowing for more individualized, targeted, and self paced instruction.

ESL Program: We recognize that more hours of language instruction would benefit each student. Student schedules and budget constraints allow each ESL class to meet for 5 hours per week. Homework, distance learning, online language programs and language applications, and outside assignments can add to the total language practice/attendance hours in a week. Students can take more than one class to increase their practice hours. Each program level takes approximately 120 hours for the average ELL to complete over Fall and Spring semesters. In FY 24-25, class semester hours will increase from 60 to 70 hours total. Most students are promoted to the next level if they have mastered the majority of skills practiced and have attended most hours of class. Summer sessions are used to help current year students with extra practice.

LVSF Program: LVSF provides tutoring services to students based on their individual schedule. This flexibility allows students to study at times that do not interfere with other family or work commitments. LVSF also offers tutoring to students who are participating in other educational programs which increases the frequency of instruction and support.

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.

ACE Program: The ACE program has adopted a range of online resources including online and web-based software targeted to specific academic needs of each student. Technology will continue to be used extensively for HyFlex and online classes, remote testing, staff meetings, and collaboration. This hy-flex model has proven to be valuable as it allows for a more flexible schedule for students who need to access classes from home. The ACE program provides laptops and hot spots to students who need them which helps to close the digital equity gap for students who don't have access to these resources. Additionally, students work with a career coach and an SFCC academic advisor to plan for college and/or a career upon graduation.

ESL Program: All ESL classes use some form of technology. The online classes use Zoom and Canvas. All classes use a variety of learning applications to enhance the language acquisition process for students. There are

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laptops for classes to use and computer stations in one of our on-campus classrooms. Our partnership classes with SFPS Parent Academy have smart boards in the classrooms. Course outlines have sections on how to translate in-person activities to a digital experience. SFPS Parent Academy does not have enough budget to provide child-care in the Fall 2024 semester; this will undoubtedly prevent some students from taking classes.

LVSF Program: LVSF has laptop computers that can be checked out by students to attend tutoring sessions online. LVSF also has participated in projects offering computer literacy skills and financial literacy skills.

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.

ACE Program: All program components and resources used by the ACE program focus on teaching the CCRS standards. During the initial advising session that takes place during orientation, advisors review the individual TABE reports with every student so that they understand their current skill levels as they relate to the CCRS. Advisors then set new academic goals with students and document the goals on the student learning plan. In addition, all instructors use Essential Education as a platform for both in-class and individualized instruction. Essential Education is directly aligned with the CCRS.

ESL Program: The ESL Program uses ELPS to align our courses and ensure continuity between proficiency levels. Each course outline for each level details interpretive, productive, and interactive skills and provides entry and exit proficiency skill levels. Performance objectives that parallel ELPS proficiencies add emphasis to the contextualized nature of language function. In each course outline, thematic units are divided by semester accompanied by the aforementioned associated performance objectives and activities that practice various functional skills. Additionally, we provide examples of formative and summative assessments, test preparation, level-appropriate vocabulary lists, test preparation activities, and digital literacy task experiences.

LVSF Program: LVSF offers tutors and students materials which are in alignment with CCRS and ELPS.

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.

SFCC AE provides a standards-based education for Adult Basic and Secondary Education and English Language Acquisition that is designed to prepare students for a Career Pathway. Course curriculum and learning objectives align with the College and Career Readiness Standards (CCRS), adopted by NM HED and recognized nationally for Adult Education. ESL Program classes are aligned to the English Language Proficiency Standards (ELPS), which are derived from the CCRS and designed specifically for use with adult English language learners. Having a standards-based curriculum sets a clear direction for administrators and teachers for building course offerings, upon which to base formative and summative assessments and communicate clear expectations for students. Our department is structured and staffed to provide high-quality, standards-based education for Adult Basic/Secondary Education and English Language Acquisition. Our programs utilize the nationally recognized College and Career Readiness Standards (CCRS), adopted by NM HED, as well as the English Language Proficiency Standards (ELPS), derived from the CCRS for adult English language learners. SFCC AE staff and faculty positions are aligned to support the CCRS through interdepartmental collaboration (face-to-face pre-Covid and currently on-line), which ensures a continuum of instruction that moves students from basic literacy levels into pathways for

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employment and higher education. ACE and ESL program staff and faculty have created a Community of Practice that provides consistent, in-house, professional development. Weekly team meetings and bi-weekly departmental meetings focus on reviewing program data, sharing best practices and resources, generating syllabi, assessing students, differentiating between proficiencies, using developmentally appropriate materials, engaging students in on-line learning and designing high-quality lesson plans aimed at effective delivery of the CCRS and ELPS. The Management team also meets regularly to review departmental administrative and instructional requirements.

The ESL Program strives to acquire, train on, and employ current theory and best practice in delivery of service to students. The English Language Proficiency Standards inform course alignment, proficiency level sequence, level-appropriate content, scaffolding accommodations, adult English Language Learner principles, and understanding of the multi-modal dynamic involved in successful language acquisition. Our instruction features a) curricular concepts to enhance instructional approaches such as contextualized instruction, project/problem-based learning, and communicative competence; b) embedded rigor in practice as a shift to critical thinking about what constitutes essential skills in practice; c) differentiated instruction and learner-centered methods to better involve the student with what they are striving to understand; d) an expectation for grammar acquisition that learners will be able to produce and interpret most grammatical structures in contextualized, meaningful, and level-appropriate communication tasks; e) cognizance that adult learners need to know the relevance of classroom instruction to needs outside the classroom; and, f) sharing lesson objectives with learners to establish relevance and motivate learners to monitor progress towards a successful outcome.

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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): **522**

2. Enter MSG rate of IELCE participants (Table 9, first row of column G) **42.8%**

3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)

- Achieved Citizenship Skills **0%**
- Voted or Registered to Vote **0%**
- Increased Involvement in Community **17.4%**

Activity

4. Input the number of IELCE students that participated in IET programs **2**

(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 **0.4%**
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.

The ESL Program delivers practice in English language skills, academic skills, civic participation, workforce preparation, employability/human skills, and digital literacy. Contextualized Instruction tailors skill practice to individual needs of students enrolled in our classes. ELL students are offered the opportunity to matriculate into IET Programs when they achieve the required minimum proficiency. MSG's on higher level standardized tests and demonstrated mastery of the majority of skills in advanced ESL classes are good indicators of chances for success in IET Programs.

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.

Adult English Language Learners come to our ESL Program to improve their English language skills for employment, promotion, further education, and increased involvement in the community. Referrals are given to students ready for next steps on their career or educational track. Referrals include, but are not limited to, the Academic and Career Education Program, IET Program, Literacy Volunteers of Santa Fe, and NM Department of Workforce Solutions. Challenges to our progress as an ESL program come from a budget amount limiting class hours and weeks of a semester; however, we will be increasing the number of weeks in our semesters from 12 to

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14 in FY 24-25. Another perennial challenge is retention and accommodating life situations to keep students studying with us.

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.

Our ESL Program course outlines have components of English language study, civics education, academic and employability skills practice, and digital literacy trainings. The majority of our students work in the local community, so knowing how to communicate in English is a skill set that is crucial to obtaining employment, staying employed, and getting promotions. Integration, as defined by WIOA Section 243(c)(1), for the ESL Program with the local workforce, is in supplying a means of acquisition of English language for non-English speakers in the local workforce. Ironically, it is most often the workforce itself that is an impediment to our students learning English; the most common reason that students give for having to drop out of classes is a work schedule change. In addition, many places of employment do not want to or are unable to supply the means for helping their workers acquire English language skills.

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.

Both administrators and instructors in ESL can continue to benefit from professional development training emphasizing current theory and methodology, lesson and curriculum design, and class and program management. We look forward to a time when the state can offer guidance to implement specific program procedures to improve retention and persistence. As it is, we strive to meet state performance goals on one hand, and specific language needs of our students, on the other.. Oftentimes, these two aspects do not parallel each other.

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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).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B). **0**
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.

Although we were in contact with Santa Fe County Adult Detention Facility last year about serving incarcerated students, we were not able to serve students in FY 2023-2024 because the County Detention Center did not have the staff to do so. They would like to start with distance learning and are working to procure the needed technology currently. The Santa Fe County Adult Detention Facility contacted us this spring to begin working on updating the MOU. The ACE Program and LVSF met with them and brainstormed how students who would like to work on their HSE could join the program the same way others do.

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.

We will continue to meet with the Santa Fe County Adult Detention Center about renewing the MOU and discussing service possibilities. We would appreciate any guidance the State can offer on this process. It is often difficult to maintain communication with the County, so perhaps the State can help us to maintain lines of communication. We believe strongly that there needs to be a full-time instructor at Santa Fe County Corrections.

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IX. Fiscal Survey

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

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

\$319,540

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. **(This was the IFA to the NALWDB for the Northern AE Title II Programs)**

\$5,000

3. Please indicate FY 2023-2024 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
9,647	\$33.49	\$323,078

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

Total hours contributed	Fair Market Value per Hour	Total
0	\$33.49	\$0

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

Total hours contributed	Fair Market Value per Hour	Total
1,255	\$33.49	\$42,030

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.

\$90,000

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
9,960	\$18.50	\$184,260

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Alternate option:

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
City of Santa Fe	\$64,000
Dollar General Literacy Foundation	\$8,500
Frost Foundation	\$15,000
Las Campanas Community Fund	\$13,000
N3B Foundation	\$10,000
NMHED Adult Literacy Services	\$46,500
New Mexico Foundation	\$5,000
SFPS Parent Academy	\$14,727
TOTAL	\$176,727

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	

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X. Staff Information

Staff Information Submitted as a Separate Document