Annual Program Report
Cover Page

Program Name:	**Next Steps Adult Education Center**
Institution or Organization:	**UNM Valencia**
Address:	**280 La Entrada**
City:	**Los Lunas**
County:	**Valencia**
Zip:	**87031**
Main Phone:	**505-925-8900**
Website:	**https://nextsteps.unm.edu**
Social Media:	**https://www.facebook.com/NextStepsAdultEd**
Workforce Region(s) Served:	**Central and Southern**
New Mexico Counties Served:	**Valencia, Socorro, Torrence**
Submission Date:	**August 31, 2023**
Program Director, Manager, or Coordinator Name and Title:	**Susan Yasenka, Program Manager**
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Susan J. Yasenka   08/31/2023

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

Susan Yasenka, Program Manager

Typed Name and Title:

New Mexico Adult Education Local Program Annual Report 2022-2023

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.

   Located on the UNM-Valencia Campus, Next Steps: Adult Education Program specializes in HI flex (in-person, live-streaming, and online) delivery of HSE preparation, Spanish HSE Preparation, ESL, and college transition classes. This inclusive and flexible approach allows us to offer enriched learning experiences to adult students throughout Valencia County, as well as internet connected students in Valencia, Socorro, and Torrance counties. The Program primarily serves middle and upper-level adult education students (NRS L3 and higher). Lower-level students in Valencia County are referred to our literacy partner: Valencia County Literacy Council. HSE Prep, Spanish HSE Prep, and ESL classes are scheduled in the morning and evening to give our students maximum flexibility in building their schedules. The Program also allows 100% asynchronous class participation for students whose schedules cannot accommodate regular class times. In addition to our AEFLA standard Adult Ed and English Language acquisition classes, we also partner with UNM-Valencia to deliver Integrated Education and Training, IET standard classes in the Allied Health cluster.

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.

   Staffing changes: In FY21 long time program manager retired and was replaced by Susan Yasenka on August 8, 2022. The program's Technical Support Specialist, the upper ELL instructor, and the Career Navigator also left the program that same year. The Career Navigator was filled by existing staff, but the other two were not filled.

   Programming:
   - We offer classes at the UNM Valencia Workforce training center, El Cerro Community Center and UNM Valencia Campus.

   New Director Personal Goals:
   - To maintain teams taking stake in various program facets for improvement. (Our team works together regularly meeting 2 to 4 times a month and making changes to improve the program with the guidance of NMHED AE staff)
   - To diligently pursue knowledge of the program and state requirements. (The program knowledge has been ongoing throughout the year. When our data specialist retired was when the full knowledge of the program was obtained by the director who took over the duties temporarily under guidance from NMHED AE Data Specialist, Katya Backhaus.)

   The New Director Program Goals for FY22 Met:
   - To gain more adult education student support from UNM-Valencia utilizing advisors, instructors, leadership, I-BEST and the PASOS Program. (The PASOS Program is offering tutoring for our students. We work closely with the advising program to obtain students needing to improve entrance exam results, and we offer information to our students regarding enrollment in UNM Valencia. The UNM Valencia

leadership considers the instructors faculty and staff on this campus, and we are included in all meetings. In FY24 we are adding IET classes in CNA and EMT to the current phlebotomy classes. Curriculum and instruction meetings are ongoing with the math and language arts instructors.)
- To establish a strong social media presence (Discord, podcasts, and Instagram are being utilized in addition to the Facebook presence in existence previously. Our website has been updated)
- To increase the emphasis on Digital Learning; (Instructors are utilizing Essential Education more. They are using more digital tools, such as Kahoot and continue to use Google Products and Google Meet for all hybrid classes.)

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 2023-2024 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

All classes in the Next Steps Program are HI flex, with classes in-person, live streaming and recorded so students can attend synchronously or asynchronously. In March of 2023 UNM lifted the COVID-19 Vaccination requirements and our summer classes had an increase of face-to-face student attendance. Our program created videos with screenshots and directions on how to attend online classes, access email, Google Classroom, Google Meet and Google products in FA22. This was available after the students met with the onboarding coach who also instructed the use of online products.

Students enjoy the option of either attending class in-person or online. Our classroom technology allows students in person to use microphones, so the online students can hear the full class discussion and participate in the class online as a screen projects the live class and online participants. This allows the online and face-to-face participants to work together effectively using in-class computers for small group work with mixed online and face-to-face students.

Digital equity is a consideration for low-income students, and those in remote areas. It is possible to use a smartphone for everything our students do online, including online class meetings. Students are directed to programs that offer reduced internet and tablets. Students are informed about places where internet is free and libraries that offer free use of computers. Those who join in person classes can borrow laptops to join the small groups with online students. They are also able to borrow a laptop for use in our center during business hours. We also provide tutoring with online products that are used for classes.

4. List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

The Next Steps Program is housed at UNM-Valencia. The program receives classrooms, office space, computers, technical support, and student referrals through UNM-Valencia. Also, through UNM-V Next Steps works with various departments. The Next Steps program has continued to grow an informal partnership with the Campus's Title V Grant project PASOS, Pathways to Articulation and Sustainable Opportunities for Students. The PASOS project description states that, "The PASOS grant serves all UNM-Valencia students. As a Hispanic-Serving Institution, this specialized grant is strategically targeted to increasing the enrollment, retention, persistence, graduation and transfer of Hispanic and/or low-income students." Next Steps students are welcome to work with

PASOS tutors. Next Steps also holds an informal partnership with the Allied Health Department located at UNM-Valencia where they participate in the IET program. Next Steps students can enroll in the IET Phlebotomy class, and in FY24 additional EMT and CNA classes.

The Next Steps Program also holds an informal relationship with Valencia County Literacy Council (VCLC). The this includes student referrals across programs as appropriate.

The Next Steps Program holds a formal relationship with the Central and Southwestern Workforce Development Boards. The director attends online board meetings.

Section II. Core Indicators of Performance 2022-2023

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 2022-2023 (Table 4, last row of column B)   164

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P)   104

Post-testing rate (Table 4B, last row of column B to number of NRS participants)   70/164 = 42.68%   _____

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	31.93%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	50.0%
Employment Second Quarter After Exit (Table 5, first row of column G	23.0%	46.72%
Employment Fourth Quarter After Exit (Table 5, second row of column G	24.0%	40.81%
Median Earnings Second Quarter After Exit (Table 5, third row of column F	$3,700	$4,551.78

Section III. Evaluation of Program Effectiveness

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

Discuss your retention rate based on your number of NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

The primary reason we had 104 non-NRS participants is they left before 12 hours of instruction. This will be addressed in FY24 by giving the full TABE Battery of tests after the student reached 12 class hours.

1. 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.

   To improve post-testing rates, our program will keep closer track of hours attained by checking hours weekly and do our very best to post-test between 40-45 hours. To achieve this, we will have office staff available to post-test students as well as the instructors post-testing their students in class.

2. Analyze how your program performed relative to the target levels of performance we negotiated with OCTAE (U.S. Department of Education, Office of Career, Technical, and Adult Education). See Section II above. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels. Please reflect on the reasons and support your answer with data.

   -Our program exceeded the target outcomes for all but the MSGs, which were 1.07% below the goal.
   -Credential Attainment rate was 50% (almost double the 25.7% negotiated level. This should increase in FY24, because we are adding two additional IET classes.
   -Employment second quarter after exit was 46.72% more than double the 23% target. This is in part due to the IET class and information provided to student from WIOA partners.
   -Employment fourth quarter after exit was 40.81% almost double the 24% goal.
   -The median earnings second quarter after exit were $4,551.78, which is $851.78 above the target.

   Our program assists students seeking jobs by providing contacts and information gathered from the Central and Southern Workforce Development board meetings and the Valencia Partners Meetings attended by the director. We aid in job skills via classroom incorporation of resume and cover letter writing and workplace soft skills as well as online Essential Education Workplace skills.

3. For any indicator for which your program failed to meet the negotiated targets, what is your strategy to improve outcomes?

   1. MSGs - We were 1.07% under the negotiated level. Keeping a focused eye on student hours for post-testing at 40-45 hours of instruction and adding two more IET classes in FY24 will bring the MSGs to the negotiated level.
   2. Post-Testing: Our post-testing rate was 7.32% below the 50% goal. This will be remedied by diligently testing students between 40-45 instructional hours, with the instructors and office staff post-testing students. A weekly check of student hours will contribute to better outcomes.

4. Consider your performance data from the last and previous program years. What trends do you see? (Note: If you need help obtaining such data, please reach out to Katya.)
   The performance data has trended upward during the last two fiscal years. The pandemic recovery is occurring and noted in all data areas increasing.

5. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific*. If you are a new director, gather information from staff to report historical approaches, and then briefly outline how your own strategies may maintain and/or modify past practices to support continuous improvement. If you are an established director, describe strategies you intend to use in the coming year to promote continuous improvement.

   As a new director, it takes time to uncover the program practices and methods. This has been unfolding throughout the year, however it was not until the data technician retired that I truly learned the program by analyzing the data myself and being trained by Katya. Katya is incredibly helpful guiding me through the transition of the old habits to new standard methods that will increase our performance even more this coming fiscal year. Here are the findings and changes being made in FY24 mainly from data findings:
   1. Locator: The program was not giving the locator test. They were starting students with a Level M HSE TABE test. This caused many problems for those who were not at that level and those who were beyond it. Not to mention post-testing problems with level gains being stunted by this practice. We started the locator in Spring 2023, and it has begun to help.
   2. Locator and TABE test battery: the program was not giving the full locator and TABE battery for neither ESL, nor HSE. The full battery was started near the end of FY23 and will continue. This will increase the possibility of level gains.
   3. Non-NRS Level Students – The practice of this program for over 23 years has been administering the TABE before students attend class. Many programs have this same practice. Upon talking with Katya and other program managers with higher stats, we instituted the following: an orientation, then class attendance, and upon reaching 12 hours of class attendance students are given the full TABE battery.
   4. Orientation – The orientation of students was held up by the onboarding specialist meeting with each student individually before allowing them in orientation. This practice held back students who could not meet with our onboarding specialist who was the only one meeting students.
      For FY24 the specialist worked with the team on four changes:
      i. Working with the team to revamp orientation to streamline the process.
      ii. Teaching everyone the orientation process, so when she is unable to meet the team can all fill in, including the director.
      iii. Opening orientation as face-to-face and live streaming. It was online only since the pandemic.
      iv. Coach students and administer the full TABE battery after students reach 12 hours of class instruction.
   5. Change the ESL curriculum this will begin in FY24.
   6. Increase EFL gains. The director who has a master's in Curriculum & Instruction, meets with the math and language arts instructors biweekly to work together on creating pedagogy. This began in April 2023 and will continue in FY24. These instructors are learning how to engage students while using the age-old methods of a. evoking prior knowledge; b. model the lesson; c. practice; d. review.

7. Post-Testing – close attention to student hours of instruction, office staff and instructors post-testing students between 40-45 hours will increase the post-testing rates. Lowering the non-NRS participants will also help with this metric.
8. Class schedule changes for FY24 will be changed from 5 one-hour daily classes to two 2 ½ hour classes twice a week. This change will make it easier for students to get to campus in person, considering the remote location of our program.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, *Excluding* Administrative Costs, for Program Year 2022-2023	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs
Outreach, intake, and orientation information	Career Service	164	$8,200	$50
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	164	$12,300	$75
Referrals to and coordination of activities with other programs and services.	Career Service	50	$2,500	$50
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	100	$5,000	$50
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	72	$1,440	$20
Total:		550	*$20,750	$37.73
Integrated Education and Training (IET) programs	Training Service	14	$5,890	420.71

*__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.

   Our program provides student information about the local One Stop for job related services. The director attends the Southern and Central Workforce Development Board meetings and disseminates the information to students through the instructors. There are job fairs and workshops students can attend that are advertised and given to students. Many programs present the services they offer in the board meetings and that information is passed on to students. These resources are very helpful for our population.

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 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?

   Our program has an MOU with the Central and Southwestern Workforce Development Boards. Our adult education activities in FY23 implemented job seeking resources, assistance, and programs available to our students as presented in the board meetings. The information was passed to the students through the instructors and staff.

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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 2022-2023 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? Be specific.

   Career planning and advising is offered to every student, as they met with the onboarding specialist before being enrolled in classes. This is an ongoing part of student coaching.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:

   i. A full list of all IET programs offered in the reporting year period.

   ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINCS checklist:

   https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

3. If your program does not currently offer any IET programs to AE students but has plans to develop new IET programming, or if it is working in partnership with another organization or entity to develop such programs, please describe the nature and status of the effort(s) here.

   In FY24 our program will add CNA and EMT classes at UNM Valencia to the current Phlebotomy program in IET.

   Next Steps is currently partnering with a local business, providing ESL and Workplace literacy classes for their employees.

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.

   Our program recently changed orientation and onboarding from online to face-to-face and live streaming. Students attend orientation two days a week and are enrolled in class. After 12 class instruction hours they are given the full TABE battery and meet with a coach to help them adjust to the class.

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.

   Classes are structured so that both in person and online students are accommodated. The courses are designed to provide students with a minimum of 40 hours of instruction per session. Students have access to recorded content both from the classes and specific to a variety of skills and concepts. Each class also utilizes programs such as Essential Education and Burlington English to target specific skills that will enable students to achieve significant learning gains.

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.

Next provides instruction and services to all students who come to the campus. Next Steps students are welcome to utilize UNM-Valencia college level tutors, who provide both in-person and online tutoring. Students can participate in the IET classes at UNM Valencia and achieve a certificate upon graduation of their HSE. These wraparound services will support students wanting to transition from Next Steps into college courses and help them with employment.

Next Steps classes incorporate a small soundboard and wireless microphones in the face-to-face/livestreaming classes. This allows each in-person student as well as the instructor to have a wireless microphone that then is relayed to the computer. All online students can then hear each student and the instructor clearly thereby combining both learning spaces. Each wireless microphone can be muted for privacy if needed.

Digital Literacy is provided in orientation and tutoring is provided if students need more help.

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.

Instructors are required to attend professional development provided by the state where they receive training and gain familiarity with the CCRS. These standards have been posted on the instructor AE Professional Development website. All instructors use state accepted programs that support the CCRS, specifically Essential Education or Burlington English.

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 training.

The Constructivist theory, steeped in the belief that learners are active participants in their learning via experience constructing their knowledge while integrating prior knowledge and new ideas, has become part of my base educational theoretical framework. However, I delve further into constructivism using Vygotsky's learning theory of Social Constructivism in which culture and language are lenses for our human experiences, realities, and communication. Maslow's model of a Hierarchy of Needs, a theory of motivation where five categories of human needs determine an individual's behavior, is an addition to my framework. These needs are safety, physiological, love and belonging, self-actualization and esteem needs. Constructivism, Social Constructivism, and the Hierarchy of Needs are a few theories vital in my journey as an adult education administrator and instructor concerning my staff, leadership practices, curriculum design and program design. To truly serve the staff and students in adult education one must step back and view the overall management, instruction, and needs of those in the adult education world. One must keep sight of our student and staff environments, and in turn adjust to their needs when communicating with, instructing, and leading our teams facilitating their choices to make permanent changes in their lives and the lives of others.

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

For this section, if the program received IELCE funding for 2022-2023, 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):

   30

2. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)
   - Achieved Citizenship Skills   ___N/A_____
   - Voted or Registered to Vote   ___N/A_____
   - Increased Involvement in Community Activity   ___N/A____

3. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

   The program uses Burlington English materials for instruction. Burlington English is designed with English language and civics in mind. Additionally, instructors work with themes that are civic and workforce based and create language exercises that meet English Language Proficiency Standard for Adult Education (https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf) based on those themes.

   In the Spanish Adult Education Classes, Civic lessons are incorporated into the classroom and are presented along with Social Studies lessons. Civic cards are also used, which are provided from the citizenship website: https://www.uscis.gov/sites/default/files/document/flash-cards/M-623-S_red_slides.pdf

   This often leads to discussions and writing activities to have the students compare and contrast the original countries of various students.

4. 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.

   We are hampered by difficulties in collecting data. Many of our ESL students either do not have Social Security numbers or are unwilling to share them with the program. We also had difficulty in contacting the students for follow-up by phone. This lack of data makes it difficult to determine trends, especially in terms of determining the employment industry. We have historically been challenged by the fact that many of our ESL students are homemakers with little interest in entering the workforce.

   Goals for improvement in these outcomes:

   Improve and increase student interviews to determine employment goals and career clusters of interest; Instigate more regular follow-ups to maintain up to date contact.

5. 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.

Our staff can use Professional Development and coaching IELCE students to pursue higher education and employment in high-demand industries.

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 2022-2023, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: N/A

2. 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. N/A

3. Regarding WIOA Section 225 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. N/A

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 2022-2023 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter $0 here.

$20,750

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 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
50	$15	$750

4. Please indicate FY 2022-2023 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0		0

5. Please indicate FY 2022-2023 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0		0

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

$0

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

$12,000

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

$96,000

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
2500	$15.53	$38,825*

*Note: UNM Valencia received 5% Facilities and Assessment fee that covers this space cost

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

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1.   Please list other sources of support and their contributions for FY 2022-2023.

Source	Amount
ACCE	15,921
UNM Match	15,921

B. Program Income Activities

2.   Please indicate the amount of PROGRAM INCOME generated from your program for the 2022-2023 fiscal year.

$0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	