State of New Mexico
Higher Education Department
Adult Education Division

Program Annual Report Preparation Guidelines and Reporting Template

2023-2024

Please <u>email</u> reports in PDF form to:

adult.education@hed.nm.gov

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

Reporting Deadline
September 3, 2024

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

Annual Program Report
2023-2024

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

Checklist:

☐ Complete Cover Page with Signatures

☐ Complete Section I (Program Narrative)

☐ Complete Section II (Student Data)

☐ Complete Section III (Evaluation of Program Effectiveness)

☐ Complete Section IV (WIOA Partner Activities, Career Services, and Training Services)

☐ Complete Section V (Career Pathways Activities)

☐ Complete Section VI (Curriculum and Instruction)

☐ Complete Section VII (IELCE- **Only Complete if Applicable**)

☐ Complete Section VIII (Programs for Corrections Education and the Education of Other Institutionalized Individuals- Only **Complete if Applicable**)

☐ Complete Section IX (Fiscal Survey)

☐ Complete Section X (Staff Information)

New Mexico Adult Education Local Program Annual Report 2023-2024

NMHED AE Division provides this template and guidelines for local programs to report 2023-2024 program year information. The annual reporting process helps the NMHED AE Division aggregate program information for reporting to the U.S. Department of Education and to state entities.

General Instructions:

Please read the following instructions carefully before beginning to write your report.

1. Please answer the *full* question that is asked. If a question has sub-questions or multiple questions in the item, answer each question. We ask questions in most cases because we must report this information to the federal government in the coming months. If you don't answer part of a question, then we can't fulfill our reporting obligations and will have to request that you immediately complete the form.
2. Do not skip any relevant section (e.g., sections IV and sections IX, X, and XI, which are relevant to everyone). If you skip any section, we will return your report to you and ask you to complete it, get it signed again, and resubmit.
3. Type your report and use *single spacing* in your narrative responses.
4. While we require your answers to be complete, we ask that they also be concise. We are looking for information pertinent to the question, but we don't need sections cut and pasted from your application or other sources. Answering in a concise manner benefits you (not so much writing!) and benefits us (not so much reading!). We use these reports a lot throughout the year and need to be able to find the key information quickly.
5. We know that some of you feel uncomfortable about reporting staff information in Section X. While we understand the reasons for this, we *must* have this information to report to OCTAE and to answer questions that OCTAE asks of us throughout the year. *Do not skip this section*. To make it easier for you to complete this section, we have removed the column in Section X that asked for the staff member's name. We will also redact the information before posting the report on HED's website, just as we have done for the last couple years. Finally, if you really need to, you can submit Section X as a separate PDF *at the exact same time* you submit the PDF of your completed report. That way, you don't have to rely on us to redact the info, as it will not be included in the PDF of your annual report. Contact Amber with any questions.
6. You do not have to attach NRS tables.
7. You do not have to attach your MOU/IFA. We are in the process of working with programs to understand these roles and responsibilities and will solicit the MOUs/IFAs separately later once we have completed this process.
8. As you write, please keep in mind that we post these reports publicly on the HED website. As mentioned previously, we will redact/not include Section X.
9. Please meet the deadline of **September 3**. Shortly after that, we start our reporting to OCTAE and NRS.
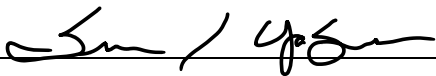
(Please remove these instructional pages when submitting your final report.

Your submitted report should begin with the signed cover page, below.)

New Mexico Adult Education Local Program Annual Report 2023-2024

Annual Program Report
Cover Page

Program Name:	**Next Steps Adult Education at UNM Valencia**
Institution or Organization:	**UNM Valencia**
Address:	**280 La Entrada Rd**
City:	**Los Lunas**
County:	**USA**
Zip:	**87031**
Main Phone:	**505-925-8900**
Website:	**https://nextsteps.nmdelt.org/**
Social Media:	**https://www.facebook.com/NextStepsAdultEd**
	https://discord.gg/ApE3c7xwnH
Workforce Region(s) Served:	**Central**
New Mexico Counties Served:	**Valencia, Torrence, Socorro**
Submission Date:	**9/3/24**
Program Director, Manager, or Coordinator Name and Title:	**Susan Yasenka, Program Manager**
Contact Information:	Phone(s): **505-925-8920**
	Email: **yasenka@unm.edu**
Alternate Contact Name and Title:	**Laura Musselwhite, Dean of Instruction UNM Valencia**
Contact Information:	Phone(s): **505-925-8500**
	Email: **lmusselwhite@unm.edu**

(signature)   9/3/24
_____ _____
Signature of the Chief Executive Officer or Designee   **DATE**

Susan Yasenka, Program Manager
_____

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.

   Located on the UNM-Valencia Campus, Next Steps: Adult Education Program primarily serves middle and upper-level adult education students (NRS L3 and higher). Lower-level students are blended in with our other levels during class. However, we did add two new evening and morning low-level math classes at the end of the fiscal year. 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. Our 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 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. We offer classes at the UNM Valencia Workforce training center, El Cerro Community Center and UNM Valencia Campus

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:

   We added two part-time instructors at the end of the fiscal year to create our low-level math classes: morning and evening. We also hired a part-time ESL instructor at the end of the fiscal year. Prior to that, the program manager taught the evening ESL Class from January to May. We were fortunate to find instructors; there is a shortage of them.

   Target Populations:

   The program manager reached out to the Isleta Pueblo and gained some students from them. She also reached out to the local high schools for referrals. The local population is targeted by attending Valencia County Partnership Meetings, and Central Workforce Board Meetings as well as community outreach through local events offering tabling to disseminate information such as the National Night Out in three locations. The program manager meets with local businesses to offer workplace literacy classes and information about our ESL and HSE 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 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

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.

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. Our program creates videos with screenshots and directions on how to attend online classes, access email, Google Classroom, Google Meet and Google products. This is available after the students meet with the onboarding coach who also instructs the use of online products.

Digital equity is a consideration for low-income students and those in remote areas. 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. It is possible to use a smartphone for everything our students do online, including online class meetings. 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.

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.

   Our adult education program is housed at UNM-Valencia. The program receives classrooms, office space, computers, technical support, and student referrals through UNM-Valencia. The campus is open to our adult education program including most of the student services, such as tutoring, free food, writing help and library services. Adult education has an informal partnership with UNM Valencia'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, CAN and EMT 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 and is a board member representing UNM Valencia on the Central Workforce Board.

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?

    Priorities for the Program are increasing EFLs. Instructors will need more professional development for this to take place. We are looking into different possibilities to improve instruction.

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 bi-weekly instructor meetings did get everyone on track and held a forum for instructors to share information and improve instruction by sharing information.

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

    The challenge was finding a time when everyone could meet. It worked for most of the instructors, and we had a backup of meeting minutes for those who could not show. The main success was bringing the part-time instructors and full-time staff/instructors together to create a community with opportunities for improvement and comradery.

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?

    The implementation went well and our EFL rate increased significantly. I also believe our data recording had an impact on the EFL numbers and will continue to improve instruction.

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)   ___117____

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD)   ____71____

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)   58 - 2   ___56____

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%**	31.93%	**61.16%**
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	**32%**	50%	**40%**

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Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	**42%**	46.72%	**53.60%**
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	**42%**	40.81%	**46%**
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	$3,750	**$4,500**	$4,551.78	**$3,942.94**

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.

   This year we started adding students as NRS Participants after 12 hours of instruction. The difference of 46 non-NRS Participants as opposed to 104 in PY23 is huge. The tracking helped give us a truer look at the actual data. We began doing this in PY24 in November, after one third of the year passed. This is the main reason for the difference.

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.

   We post-test as soon as possible at 40 hours. We are at 50%. We start calling students at 30 hours to make the testing appointment.

3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.

   Our program exceeded all of the negotiated target levels due to waiting until 12 hours of instruction to make a student and NRS Participant. The median earnings did not meet the $4500 expectation, largely due to the economic area and the economy in general.

4. For all indicators for which your program failed to meet the negotiated targets and/or state goals, discuss your strategy to improve outcomes.
   It is not something beyond our control to increase the median income. I can possibly increase with more consistent phone calls to those with no social security number.

5. Consider your performance data from the last and previous program years. Discuss overall trends.
   Our ABE students made the most MSGs. We exceeded the state Goals in every category except Median Earnings. We improved dramatically moving from the bottom quarter out of 26 programs to #7. We are strong.
   Insights:
   The changes we started in November 2023 are what gave us these high outcomes, because it lowered the Total NRS Participants.
   1.   TABE Testing after 12 hours of live instruction for new students.
   2.   Adding students to the state portal after they complete the TABE.
   3.   Doing our best to post-test after 40 hours of live instruction.
   Working with instructors to increase EFLs was a factor and tracking students more effectively.

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.

Our program makes data driven improvements.
1. NRS Participant after 12 hours of instruction.
2. Post-testing sooner around 40 hours
3. EFL gains – instructor PD
4. Curriculum improvement in ESL and HSE
5. In the coming year we intend to use the new OPT testing to drive our students to take at least one official test in HSE.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, *Excluding* Administrative Costs, for Program Year 2023-2024	*Average* FEDERAL FUNDS *Expenditure* per Participant, *Excluding* Administrative Costs
Outreach, intake, and orientation information	Career Service	117	$5850	$50
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	117	$8775	$75
Referrals to and coordination of activities with other programs and services.	Career Service	75	$3750	$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	90	$4500	$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	75	$1500	$20
Total:		474	*$24,375	$51.42
Integrated Education and Training (IET) programs	Training Service	36	10,560	$291

*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.

   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 and our program coach that meets with students. Our Program Director, Susan Yasenka, is on the Central Workforce Board. 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 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

   Our program has an MOU with the Central Workforce Development Board. Our adult education activities in FY24 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. The program manager meets with the local One-stop to partner information and job opportunities.

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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.

   Career planning and advising is offered to every student, as they meet with the onboarding specialist after becoming an NRS Participant and every 40 hours after post-testing and as needed. 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 a number of IET students that your program

   <u>36</u>

   served in PY 2023-2024 (Table 11, first row of column B)

3. What percentage of your NRS students participated in IET programs   ___30.8%_____

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

4. Enter MSG rate of your IET participants   ____189____

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

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

   The main success of our MSGs, besides lowering NRS Participants, is the IET student number. We will continue to add IET classes. Challenges were testing college students in TABE and that has been eliminated for the new fiscal year.

Section VI. Curriculum and Instruction

1. Please describe your program's orientation and onboarding process. Make sure to include the timeline of when the initial assessments are administered.

   Our program holds face-to-face and live streaming orientations over 3 weeks, one prior to classes starting and two during the first two weeks of classes. 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 for both in person and online students. The courses are designed to provide students with a minimum of 40 hours of instruction per 8-week 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 Steps provides instruction and services to all students who come to the campus. 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 from their HSE classes. 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. Students are welcome to use our laptops in the center to study or attend class online.

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 or ELPS. 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 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):

   > 19

2. Enter MSG rate of IELCE participants (Table 9, first row of column G)   ___60%____

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   __0_____
     Activity

4. Input the number of IELCE students that participated in IET programs   __55____

   (Drill down to IELCE students from Table 9, first row of column B (19). Then **add** Table 11 and find number in first row of column B (36)) 19+36=55

5. Enter % of IELCE students that participate in IET programs using data   __34.5%_____

   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 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.

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.

   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.

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.

   We started implementing the curriculum shared by SFCC in our IELCE classes and the civics lessons and workforce components are integrated in that curriculum. We do post job fairs and opportunities by local employers for students in our center. They are well informed of various offers by the local workforce development system.

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.

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

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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 **N/A** of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).

2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G) ___**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. **N/A**

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. **N/A**

IX. Fiscal Survey

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

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.

   $24,375

2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is $0, please indicate that as well.

   $0

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

Total hours contributed	Fair Market Value per Hour	Total
50	16	$800

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

Total hours contributed	Fair Market Value per Hour	Total
0		0

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

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)

   N/A

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

   $10,000

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

   124,000

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

Alternate option: **N/A**

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Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

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

Source	Amount
UNM Match	15,921

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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Appendix: Career and Training Services

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

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

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

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

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

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