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County:	San Miguel	
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Main Phone:	505-454-5307	
Website:	luna.edu/abe	
Social Media:	https://www.facebook.com/LunaCommunityCollege	
New Mexico Counties Served:	Colfax, Guadalupe, Mora, and San Miguel	
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Signature of the Chief Executive Officer or Designee

9/19/24

DATE

Dr. Carol Linder, Interim President

Typed Name and Title:

New Mexico Adult Education Local Program Annual Report 2023-2024

Section I. Program Narrative Report

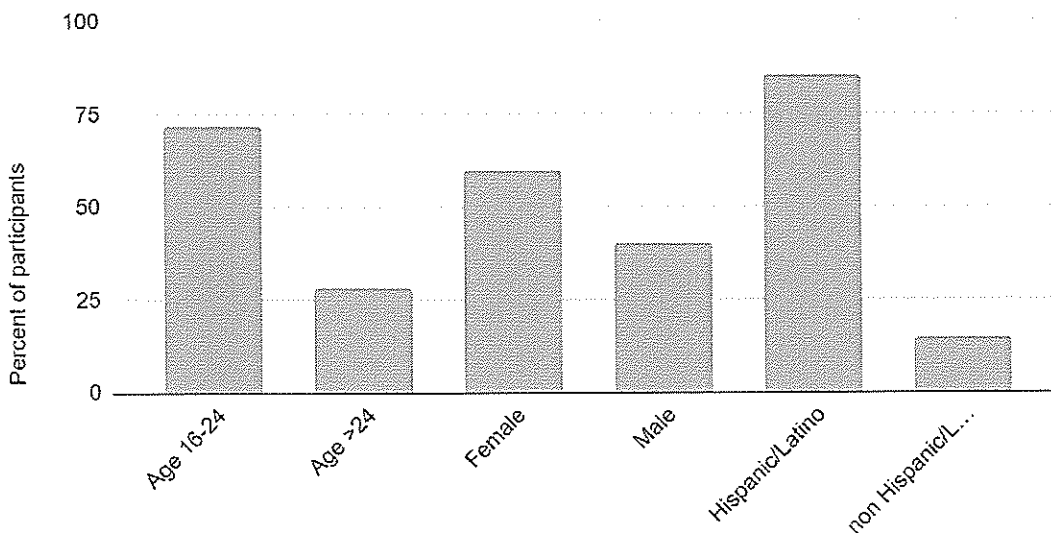
Directions: Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions. Answers should be single-spaced.

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

The College & Career Readiness Institute (CCRI) is part of Luna Community College (LCC). The services provided by CCRI were primarily instruction for High School Equivalency (HSE) test preparation and career readiness skills. Additionally, Integrated Educational Training (IET) and English as a Second Language (ESL) were newly offered programs. Our instructional model is best described as a “HyFlex”. This model allows us to provide better educational opportunities to a geographically diverse population with varying degrees of autonomy.

The program primarily serves students from rural northeastern New Mexico. During the 2023-2024 program year, we served students from 8 communities in Colfax, Guadalupe, Mora, Rio Arriba, and San Miguel counties. Las Vegas and the surrounding communities of San Miguel county provide the majority of our students. Additional demographic information provided below indicates that the majority of the students served were between the ages of 16-24 years, female and hispanic/latino.

Demographic distribution of CCRI students during the program year 2023-2024.



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- 2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. In particular, if you have experienced staffing challenges, please describe them here and how you have been able (or not) to address them. If you are a new director, please consider including a summary of your personal goals and priorities as a leader.**

The staff size increased slightly from 9 in FY23 to 10 this year. The most noteworthy change was the reclassification of one part-time temporary instructor to part-time regular faculty. This allowed the personnel to qualify for benefits such as health care. Progamically, a shift to regular employees with benefits and additional full-time employment should continue to stabilize.

Programming continues much the same as in FY23, with the notable exceptions of our Applied STEM Lab and the addition of Science and Social Studies classes. Applied STEM lab shifted from an 8-week course that was more large-project based to a 16-week course that was concurrently taught with each class having specific projects to complete that were coordinated with various flight missions. This allowed for more students per class and integration of HSE specific science knowledge. In addition science and social studies was offered independently of Applied STEM Lab.

Our target population continues to be students 16-24 years old that were educationally impacted by the pandemic's impact on the local public education system. These students range in digital literacy and access to the digital world, other than the use of cell phones.

Programmatic goals include improving digital literacy and increasing student engagement. Digital literacy is incorporated in all aspects of the program from orientation/onboarding to classroom instruction and resource exploration. To increase student engagement we offer electives such as social media, student advisory board, social flight and program assistance. All electives are relatively self-explanatory, with the exception of social flight, which is designed to build community while watching a webinar called "Social Flight Live". The webinars interviews with prominent people in aviation/aerospace and how aviation changed their lives.

- 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?**

Our program continues to adjust to the changing needs of our students by expanding and improving our hybrid-learning environment. All classes, with the exception of our Applied STEM Lab, Science and Social Studies are hybrid. Math and Language are synchronized, allowing students to either attend virtually or in-person. Our plan is to continue increasing both synchronous and asynchronous learning opportunities.

Distance learning opportunities were offered to a select group of students that primarily worked full-time or had other commitments during our scheduled classes. This year our distance learning systems switched from New Readers Press to Essential Education for asynchronous learning. HSE prep subjects and workforce skills are to all students. The switch to Essential Education and its limitless seating provided by NMHED AE support allows uniformity between synchronous and asynchronous learners.

Digital literacy, distance learning, digital equity continue to be evolving components to reaching our students across our wide service area. Digital literacy, which begins with orientation/onboarding is key to successfully navigating Google Classroom, communication and confidence to close the digital divide. Digital equity continues to be a challenging and moving target. We attempted to move the needle by letting students check-out Chromebooks, but we lost many devices. Now chromebooks can only be used onsite. In addition to chromebooks our Applied STEM lab provides more computer access to students at our main campus.

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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 current partnerships include both informal and formal agreements.

Informal partnerships within Luna Community College

- Academic Center of Excellence (ACE) Lab- CCRI refers students to the ACE lab for additional tutoring, particularly during evening hours. Additionally, an ACE lab tutor is a near-peer mentor to CCRI students during their scheduled classes.
- Recruitment and Retention Committee- CCRI, representing the interests of adult learners, and the college share many of the same issues regarding recruitment and retention. Through a collaborative effort, it was acknowledged that improving recruitment and retention of CCRI students will lead to associated improvements for certificate and degree programs at LCC.
- Integrated Educational Training (IET) programs were developed in close collaboration with the Workforce Integration Network (WIN). A WIN grant has allowed the program to hire a full-time IET coordinator for FY25.

Formal partnership (MOU) with the Center for Community Innovation (CCI) (Raton, NM)

- Instruction and Coaching: CCRI provides instructional and coaching services to the Center's students in Raton, NM.
- Pre- and Post- testing for CCI clients is provided by CCRI.
- CCI provides space and infrastructure for CCRI to conduct classes and meet with students.

5. For the first time, your program was required to submit a Program Professional Learning Plan for the 2023-2024 program year (due by September 8, 2023). In that Plan, you described how your program intended to comply with NMHED-AE's Professional Learning Policy and identified your program's professional learning priorities. Please review your Professional Learning Plan for that program year and reflect here upon the outcomes of that Plan in 2023-2024:

- a. What were your PL priorities in 2023-2024 and generally speaking, how did you address them?

Student enrollment, retention, and completion was the program focus for the program year through the process of creating a unified team. Staff attended conferences or monthly data meetings. IET program development was another priority. This priority was addressed through workshops, webinars, and attending conferences. Contextualized learning was the third priority and was enhanced through webinars, and attending conferences.

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- b. What were the most impactful PL experiences in which you and your staff participated, and why? How did they change your program's practice or outcomes, if at all?**

The 2023 NMAEA conference brought the entire team together for the first time. The geographic separation of the team and their various work schedules had been a barrier. Through the combination of specific workshops for various program interests and the opportunity to for debriefing at daily team meetings, unity was accomplished.

Redbird Flight Simulations, Inc. provided critical professional development to 4 staff and 1 student volunteer on advancing the use of flight simulation in the classroom. Over the two-day training non-pilot staff learned the basics of flight and how to incorporate flight simulation in their classes (Reading, Writing, and Cultural Studies, Contextualized Math, Science and Social Studies).

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

The program had a number of successes. The retention rate of 86% exemplifies the unified effort of the staff to keep student engagement at the forefront. We successfully launched an IET program in Emergency Medical Technician, with 21 students completing the program.

Finally, our Applied STEM lab illustrates the culmination of all three priorities. The course is intended to provide basic science and math knowledge in the context and in relation to the field of aviation with hands-on flight simulator lessons. Approximately 70% of students enrolled in the lab completed the 16 week course, with all students receiving at least 1 NRS Level gain, and 4 HSE credentials by students enrolled in the lab. We will continue to explore ways to create a sustainable IET program focusing on the vast economic and employment opportunities in the field of aviation.

Challenges remain in developing a cohesive program plan that addresses professional development in key areas, such as academic, data management and curriculum development. It is not a willingness to expand professional development but ascertaining the professional development needs of staff. This is primarily due to the part-time nature of the job and energies more focused on critical curriculum development for new instructors.

- 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?**

Professional Learning did occur during the year and the staff and the program benefited from the variety of venues and learning platforms available. Although, generally speaking our program was unable to create an autonomous program policy. As program manager, I began the LEAD Institute: New Mexico (2024) training but I was unable to complete the program, due to other program responsibilities, including hiring, purchasing, reimbursements, and other fiscal management duties.

I would like the opportunity to complete the work started with the LEAD Institute and work with others to develop a plan that is inclusive of all staff.

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) _____ 89 _____

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) _____ 15 _____

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) _____ 60 _____

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%	41.1%	58.7%
Credential Attainment Rate (Table 5, last row of column G). if last row of column B is 0, input N/A	26.0%	32%	3.57%	2.04%
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	37.5%	39.76%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	20.7%	40.68%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$2892	\$4178

Section III. Evaluation of Program Effectiveness

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

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

The program retention rate was determined by the percent of participants reaching 12 contact hours. The trend of our retention rate continues to improve over previous program years. Approximately 83% of our students were retained for more than 12 hours and became NRS participants, and this is up from 70% for the PY 2022-2023.

Managed enrollment, orientation/onboarding, and tracking students progress contributed to the retention rate improvement. Managed enrollment reduces impulse GED student sign-ups and increases student planning. Before students are allowed to complete an assessment, they must attend an orientation that covers the program's expectations of students, in addition to allowing the student to determine if the program is appropriate for them. Using a Google Shared Drive we are able to keep track of student progress, including attendance and then follow-up with students in a timely manner to encourage them to continue with their education or assist them with navigating a pathway to address any barriers to success.

- 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.**

Our program continues to be above target levels. We have adopted the consistent message that pre- and post- testing is an integral part of the program, have rebranded "testing" as "assessment," and added assurances that assessments are not a measure of self-worth and that the results were data used to better understand their academic needs. In general, this has succeeded, with students less likely to disappear at the idea of a post-test. When students did show reluctance to post-test, CCRI staff and instructors reached out to the student to encourage them to complete the post-test. More often than not, students completed the assessments after their instructor reached out to them.

Additional strategies for increasing our post-testing rate included weekly review of attendance. Students with unexcused absences were contacted first as a wellness check and followed up with additional outreach when necessary. This increased the number of students who reached the persistence benchmark of 40 hours of program contact. At that point students were notified and post-test preparations began. Those students not reaching the 40 hour benchmark were given a post-test at the end of each 8 week session, if their attendance was consistent and there was over 30 hours of contact. Other students with less than 30 hours of attendance were given a paper assessment from a subject workbook. The post-test preparation included test-taking strategies such as reading the entire test before beginning it, doing a "brain dump" of key information and positive affirmations, and answering questions known first and skipping and returning to more individually difficult questions.

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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.

Performance Above target levels

- Measurable Skill Gain, MSG

Performance Below target levels

- Credential Attainment Rate
- Employment Second Quarter After Exit
- Median Earnings Second Quarter After
- Employment Fourth Quarter After Exit

During the 2023-2024 program year, our credential attainment rate was once again below target for two primary reasons. Our continued focus was on improving MSG levels, with better tracking and following up with students at the lower NRS levels. Our HSE test prep class needs continued modification to address the mixed academic needs of our students that scored prepared to test and qualify for a voucher. Intensive academic coaching is required to help students complete their HSE. The lack of a convenient testing facility continued to frustrate and discourage students. That frustration has been remedied by getting a HiSET testing site approval. We are continuing to modify our prep class by having it co-instructed and a shift to student self-reliance and advocacy. This paradigm shift began in the summer session with positive results (3 students completed their credential between June and August, 2024).

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

As to credential attainment rate, employment and median earnings, being lower than established levels suggest that until our credential attainment rate increases and further alignment of career pathways to sustainable high paying regional employment these performance target levels will fall short. This is where IET program expansion is key to reversing the trend.

In accordance with the IET model, a coordinator has been added to further assist students. Career exploration, and goal setting are among the duties of the coordinator for all students regardless of their current involvement in one of the two IET programs being offered. The coordinator is also working with the local workforce development entities to address barriers to success, internships and employment opportunities, and financial difficulties faced by students.

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

Overall the performance indicators are either moving in the positive direction or stable. Percent Measurable Skills Gains (MSGs) increased by over 17% and both Educational Functioning Level and Post-test rates increased approximately to 5%. Enrollment is stable at less than 100 participants. With the addition of another IET program and better tracking of both HSE and IET participants, our

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enrollment goal is to exceed 100 while continuing to improve all performance indicators. The table below shows a comparison of LCC performance indicators for the past two years.

Difference between Performance Indicators at the end of the month of June in FY24 and FY23 for the leading AE programs.

Program Code	%MSGs	NRS Enrl	%EFL gain	%Post rate
SIPI	45.95	7.00	20.38	19.96
GB	38.37	65.00	9.62	-3.23
ENMU-Rui	33.85	13.00	12.50	-3.69
UNM-Va	32.46	-47.00	18.54	6.04
YDI	26.16	15.00	8.24	5.16
Dine	24.29	18.00	11.04	18.57
LCC	17.59	1.00	5.50	5.01

6. Describe how your program currently uses data to improve the quality and efficacy of services provided. *Be specific.* Describe strategies you intend to use in the coming year to promote continuous improvement.

The LCC final FY24 Performance Indicators are shown in green below. Our practice of closely monitoring students will continue. In addition, each HSE student will have an academic coach. The coaching staff will help students set goals and address issues that could be a barrier to success.

Final FY24 Performance Indicators

Program Code	NRS enr.	% MSG	EFL gain	% post-tested
SIPI	180	82.35	75.28	49.44
SJC	370	74.26	73.04	79.19
GB	152	67.11	62.75	33.55
Dine	83	64.29	69.10	66.27
MCC	64	63.08	70.27	57.81
YDI	91	63.00	65.00	53.85
SENMC	248	62.00	87.00	68.95
UNM-Va	117	61.98	61.40	48.72
UNM-T	169	60.69	49.41	50.30
LCC	89	58.70	68.00	59.55

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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.

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	<i>Average</i> FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	89	\$14,240	\$160
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	104	\$6,240	\$60
Referrals to and coordination of activities with other programs and services.	Career Service	10	\$2,000	\$200
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	89	\$5,340	\$60
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	89	\$5,340	\$60
Total:			\$33,160	
Integrated Education and Training (IET) programs	Training Service	21	\$2,520	\$120

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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.**

Reciprocal referrals between CCRI and NM Workforce Connections (NMWC) continue to increase. Several students were referred to NMWC for internships. NMWC refers clients without a HSE to CCRI. Their clients are then provided resources and distance learning opportunities, to complete their HSE credential.

- 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?**

Luna Community College and CCRI work with the Northern Workforce Development Board. Meetings are usually attended virtual or in person. With continual flux in our local workforce provider (not NM Workforce Connections), our students have received very little support. Collaborative efforts and connections made during this program year are at a stand still until a new service provider is selected. In the meantime we are continuing to support students by providing emotional support and look forward to being involved in the development of a cohesive local plan that places meeting student economic/employment/career needs at the forefront.

FY25 priorities with WIOA partners are to become more involved with the Northern board and be an active participant in the creation of a comprehensive and inclusive local area plan.

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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 incorporated into HSE subject classes. As the breadth of our program increases, collectively we are redesigning our methods of addressing career pathways. More and more of our students are choosing to attend class in person. This creates more opportunities for students to talk directly with academic coaches in a positive way. In the spring semester a career planning workshops will be offered based on student interests and input.

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)** 8

3. **What percentage of your NRS students participated in IET programs** 9% (use 2 and number of NRS participants from Section II)

4. **Enter MSG rate of your IET participants** 87.5 (Table 11, sum of first 5 rows of column G)

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

Having our first IET program at LCC was our biggest success. Then we used that knowledge to gain approval of a second program. EMT-basic was our first and Welding was our second IET program. Our team has grown as well, and the AE co-instructors have been attending meetings with other programs and collaborating effectively with subject matter experts.

Our biggest challenges involve staffing. We lacked sufficient staffing to track students effectively. This process suffered first by inconsistent messaging and student buy-in with regards to our program intake process and assessment that differed from the certificate program (EMT-Basic). We lost almost all ability to count students served during our first semester because students never completed a pre-assessment. We have refined our message and students are completing the pre-assessment as part of their coursework. Our next challenge is to assure students that their personal information (in particular their SSN) is protected so outcomes can be better represented in Section II Core Indicators of Performance.

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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.

Orientation and onboarding (includes initial assessment, academic coaching and class scheduling) took place the week before classes started in August, October and January. We offered both face to face and virtual sessions that typically lasted approximately 4 hours total time. One new component was reviewing our revised **Student Handbook + Quick Start Guide**. The registration process is outlined below and is a stepwise process that links student tasks to staff tasks. Both the **Student Handbook + Quick Start Guide** and our registration process can also be found on the LCC website (<https://luna.edu/>). For the academic year 2024-2025 we have moved the process to 3 weeks prior to the start of classes. This allowed staff and students more time to complete the tasks and form a professional relationship. Staff also created a placement team to analyze assessment data and place students in appropriate classes.

In the program year 2024-2025, we have moved from a single scheduler and coach to a team of cross trained. Near the end of orientation students selected an academic coach based on their personal performance. Our plan is to evaluate the effectiveness of the shift through performance data and student surveys.

CCRI: Adult Education Registration Process

Step	Student Task	Staff Task
1	<ul style="list-style-type: none"> • Fill out intake form 	<ul style="list-style-type: none"> • Check intake form • Ask for any missing information
2	<ul style="list-style-type: none"> • Attend Orientation • Complete Program Documents 	<ul style="list-style-type: none"> • Program Overview • Demystify Assessments and High School Equivalency
3	<ul style="list-style-type: none"> • Schedule assessment • Take assessment 	<ul style="list-style-type: none"> • Assist student with assessment process (remote or on site)
4	<ul style="list-style-type: none"> • Schedule a coaching appointment 	<ul style="list-style-type: none"> • Review assessment results • Prepare for advising appointment
5	<p>At Coaching Appointment:</p> <ul style="list-style-type: none"> • Receive and review assessment scores • Complete Goal Sheet • Ask any remaining questions about assessment scores, program, classes, etc. • Schedule classes 	<ul style="list-style-type: none"> • Review pre-test scores and learning plan with student • Coach student in setting learning goals and targets • Schedule classes

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- 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.**

Our program's schedule included, language arts, math, science, social studies, STEM lab and Power Lab and HSE test preparation classes. Language arts and math were offered twice a week in the morning and afternoon. Our students typically chose either morning or afternoon so they received approximately 12 hours of instruction per week in those subjects. Science and Social Studies was a combined elective that met for 3 hours per week. Students could gain 6 additional hours per week if they participated in both elective labs (STEM and Power). Students ready to take an HSE subtest were enrolled in our HSE test preparation class (6 hours per week). In the end, students had the opportunity to receive 27 hours of direct instruction per week. However most students only received 15 hours of instruction, due to scheduling conflicts associated with work, family, or transportation.

- 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.**

Chromebooks were provided for students without access to appropriate personal digital devices to access online program resources. Students were asked to complete a survey of interest in wrap-around services to support student success and address barriers to learning. Those who expressed interest were contacted individually and followed through with regular check-ins. The use of technology starts during orientation when students are asked to create a nmdelt.org account for email. This task also includes choosing a professional email address that can be used during the program and when emails of resumes and cover letters. As CCRI students are considered LCC student wrap-around services are provided by student success specialists, a workforce coordinator and near-peer tutors/mentors through Academic & Career Planning and the Academic Center for Excellence.

- 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.**

Our textbooks and online resources of choice are from the New Reader Press publishing company because they are aligned with CCRS/ELPS. The company also provides access to resources that can be used for individualized instruction. In the applied STEM lab and Power lab cross reference class activities with specific CCRS, (<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>) such as using and manipulating decimals, reading and comparing charted data and critical thinking.

New Readers Press textbooks, in particular, the TABE Mastery series and HiSET test series will be used in Program Year 2024-2025. We switched from distance learning programs for New Reader Press to Essential Education for two reasons. First, our students and instructors found the previous distance learning systems to be cumbersome to navigate and determine student attendance easily. Second, Essential Education is now linked to LACES which will automatically upload student instructional hours and can be accessed by all students as compared to limited seating.

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- 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.**

Unique to the CCRI are two electives- STEM lab and Power lab. These electives utilize the contextualized learning model, using aviation as a lens to the world. STEM lab is co-taught to address the use of technology and career navigation. While one group of students are using the simulators, another group is completing digital research and information sourcing and the third group is conducting hands-on research (Appendix: Fall 2024 STEM Lab Syllabus).

Power Lab was scenario based which required students to disassemble a 4-stroke engine so they reverse engineer how it was made. As the engine was disassembled each system (intake, compression, ignition and exhaust) was explored and its importance to aircraft performance and safety was discussed.

Although the occupational opportunities in the field of aviation/aerospace are vast and there are many in-demand careers. The original intent of these labs was to increase self-confidence while broadening world views, and improving communication and critical thinking skills. The impact of our STEM program was best exemplified by its impact on the success of the 2024 COABE Outstanding Adult Learner of the Year, Samuel Gabaldon. When Samuel entered adult education he had serious gaps in his education, due to being diagnosed with an aggressive form of cancer that left him bedridden and made education for him very difficult and sporadic. Upon entering the program and attending STEM lab, Samuel closed his learning gap, volunteered to help others, learned the basic principles of flight, passed all sections of the high school equivalency exam, and was accepted into the civil engineering program at the University of New Mexico.

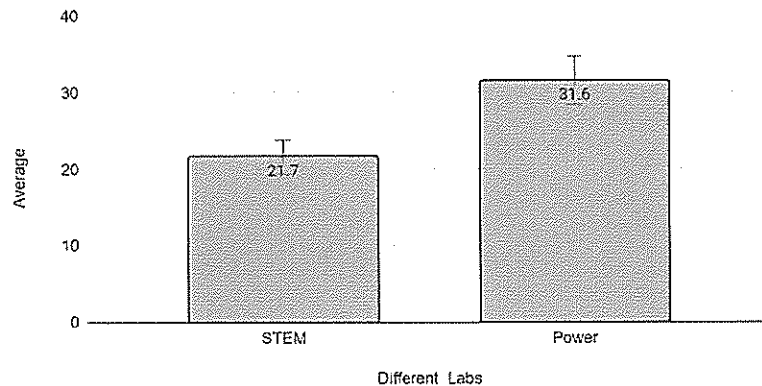
Ultimately developing aeronautical IET programs is the next logical step (such as drone certification, certified ground school instructor, or passing the private-pilot written exam). The infrastructure is set. We have obtained FAA approval to operate drones on the northside of the LCC campus. Through a combination of institutional support and NMHED-AE guidance multiple career pathways are possible.

In an attempt to better understand student perspectives and ascertain STEM program effectiveness, a survey was developed to quantify self-confidence. Students were asked at the start and end of the program to complete an assessment of self-confidence of both professional/soft skills and various content areas related to the lab. Granted that our population size was small for both labs, students showed an average increase in self-confidence (shown below). Interestingly students in the power lab reported greater self-confidence than students in the STEM lab. It is hypothesized that students of the power lab were able to easily see their success by the process of disassembly and reassembly using only their written notes and collective memory and teamwork. Results in the STEM lab are less tangible and therefore harder for students to gauge.

In the coming program year, we have plans to extend our assessment of self-confidence to all students regardless of their participation in either lab and on HSE subject areas. With a larger data set, we can use the information to guide curriculum development, student success and introduction of more career essential skills. Essentially, we will then have a data driven approach to program development.

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Comparison of average self-confidence gain in STEM versus Power labs.



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

For this section, if the program received IELCE funding for 2023-2024, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

N/A

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B): _____
2. Enter MSG rate of IELCE participants (Table 9, first row of column G) _____
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)
 - Achieved Citizenship Skills _____
 - Voted or Registered to Vote _____
 - Increased Involvement in Community Activity _____
4. Input the number of IELCE students that participated in IET programs _____
 (Drill down to IELCE students from Table 9, first row of column B. Then add Table 11 and find number in first row of column B)
5. Enter % of IELCE students that participate in IET programs using data _____
 from 1 and 4.
6. Describe your program’s efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.
7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that

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lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

8. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
9. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

For this section, if your program serves incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by this fiscal year.

(If your program did not provide these types of services in 2023-2024, just indicate N/A).

N/A

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served (Table 10, column B).
2. Enter MSGs for Sec. 225 participants (Table 10, first row of column G) _____
3. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
4. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional learning needs you and/or your staff have. Please be as specific as possible.

IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here. **\$33,160**
2. Please indicate the amount your program contributes to the Local One-Stop through the IFA. If the amount is \$0, please indicate that as well. **\$0**

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

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

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

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

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

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

6. Please indicate the total fair market value of donated supplies and **\$0** materials. (e.g., books)

7. Please indicate the total fair market value of donated **\$0** equipment.

8. Please indicate total fair market value of donated IT infrastructure and support. **\$4000**

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
2865	\$31.12 per sq. ft./yr	\$92,826

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 2023-2024.

Source	Amount
N/A	

B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

Appendix: Fall 2024 CCRI STEM Lab Syllabus

Instructor: Mrs. Sarah Obermeyer

Instructor Contact: sobermeyer@luna.edu; 219.484.6792

Class Days/Times: Friday (F) 9.30am-12.30pm or 1.30pm-4.30pm

Course Content and Organization

This course is intended to provide students with basic science knowledge in relation to the field of aviation. We will achieve this through:

- Hands-on flight simulator lessons
- Lab work
- Field work (outside)
- Research
- HSE practice questions

* It is highly recommended that students take advantage of open-lab times to practice on the flight simulators, in addition to in-class flight practice.

Absences

If you will be absent, in addition to emailing ac@luna.edu, you **must** send a text to, or leave a voicemail at, the contact number above.

Students will be dis-enrolled after 2 no call/no shows, or 4 total absences, if no effort is made to make up missed work.

It is important to keep in communication with me, so that we can discuss any make up work for absences and make sure you do not fall behind.

Important: The door will be closed 5 minutes after the start time of class. If you are late you will need to complete an 'entry ticket' question in order to participate in class that day. If you do not complete the entry ticket, you will receive an unexcused absence for the day.

Course Materials

You are responsible for coming to class ready to learn, with a writing utensil and notebook. Any lab materials and handouts will be provided.

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Lab Safety

We will be using various tools in lab activities that require the following of safety rules. The specific safety requirements will be gone over before each lab activity.

- A first failure to follow safety rules will result in removal from the class for that activity.
- A second failure to follow safety rules will result in dis-enrollment from the course.

In general, food and drink are not allowed in the classroom when we are doing activities. Food and drink are never permitted by the flight simulators, but drinks may be kept at the instructor's station with permission. Food may only be eaten outside of the classroom during breaks. Cell phone use is permitted only for class activities, and should otherwise be on silent (except in emergency situations).

The course policies are not intended to punish students, but rather to teach important skills that will help you succeed both in your HSE studies and further education or career. Personal responsibility, respect, time management and cooperation are all important not only here at Luna, but outside of the classroom. I understand that we all have lives outside of the classroom, but everyone here has made the commitment to learn. These policies are designed to ensure that every student has the opportunity for that learning, without being hindered by the behavior of others. Lateness and unpreparedness prevent your classmates from learning as they interrupt learning time for everyone.

Schedule of Topics and Activities

Week	Topic(s)	Flight Activity	Lab Activity
8.23	Class Orientation & Conveying Information	Starting and Taxiing	Pre-Test; Making Signs; GPS WebQuest
8.30	Measurement & Speed	Taking Off	Pre-Test; HotWheels Testing; Calculating Land Area
9.6	Seasons & Density	Take-Off Rolls	Online Density Lab; Exploring Earth's Seasons
9.13	Graphing & Geography	Take-Off Practice	Graphing Take-Off Rolls; Geography WebQuest
9.20	Using Charts/Tables & Forces	Flying Straight and Level	Calculating Flight Duration; The Four Forces of Flight
9.27	The Atmosphere	Service Ceiling	Conservation Activity
10.4	Angles & Measurement	Angle of Attack	Angle Activity; Calculate Angle of Attack
10.11		No Class - Fall Break	

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Week	Topic(s)	Flight Activity	Lab Activity
10.18	Forces & Problem-Solving	Slow Flight	Lift Demonstration; Paper Airplane Slow Flight Challenge
10.25	Power & Circuits	Power Reduction and Descents	Calculating Power; SnapCircuits BINGO
11.1	Using Charts/Tables	Landing	Determining Safe Landing Distance
11.8	Critical Thinking & Forces	Landing on an Aircraft Carrier	Paper Airplane Darts
11.15		Final Practice	Post-Test; Make-Up Work
11.22	Final Fun Day!	Capstone Flight	Post-Test; Free Activity Choice

Accommodations

If you require any classroom or learning accommodations, please let the instructor know as soon as possible.