Annual Program Report
Cover Page

Program Name:	**College & Career Readiness Institute**
Institution or Organization:	**Luna Community College**
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Social Media:	
New Mexico Counties Served:	**Colfax, Guadalupe, Mora and San Miguel**
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(signature)   8/12/24

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

Carol Linder, Ph.D   Interim President, Luna Community College

Typed Name and Title:

NMHED Adult Literacy Program Annual Report 2023-2024

Narrative Questions

Instructions: Please answer the following questions that address the scope of work for your program under its agreement with the New Mexico Higher Education Department. Please note that this report should be informative but *concise*. Remember that we have your original grant agreement and your continuation form, so you do not need to provide exhaustive, lengthy answers in most cases, nor cut and paste from previous reports. This report can provide us with a snapshot in time of your practices, a clear overview of your program year, and information on noteworthy changes that occurred. We use this information throughout the year to inform state reporting, help us prepare for technical assistance and monitoring activities, answer questions from the public and from legislators, and other purposes. *Please note* that we will post these reports on the HED website as public information.

1. **Please share program highlights and accomplishments in the 2023-2024 program year. Please also share any significant changes in your program, context, and services.**

   In the first year of having an Adult Literacy program at Luna Community College (LCC) we were able to serve 41 students in literacy and English as a second language (ESL). We offered a fundamental reading class twice a week to students that were trying to earn their High School Equivalency credential. A volunteer used various reading materials and an aviation theme to engage students. In addition, these students were introduced to the local political system through a presentation by a member of the Las Vegas City Council and then mock council meetings.
   After a meeting with the two local community members, we began offering ESL classes once a week in the evening. These students were primarily full-time employees and were seeking to improve their communication skills. In addition to weekly classes, communications skills were practiced in real-world situations such as restaurants and community events.

2. **Please describe your main challenges in 2023-2024 and what you are doing or plan to do to address them.**

   Institutional challenges rippled into effective administration of the grant. The transition to a new enterprise resource planning system and administrative staff turn over slowed essential processes. Secondly, tutor compensation is lacking. Now that the transition has been completed, we are able to focus on program planning and executing workshops for targeted demographics and essential life skills. Our volunteer base continues to grow and increased funding will allow us to provide a small stipend for volunteers. Our third challenge was setting up a system of data collection and community networking. As a new program, much of our efforts were developing those processes and connections which will be reflected in Program Year 2024-2025.

3. Please describe the modalities in which you provided literacy services in the 2023-2024 program year (e.g., one-on-one tutoring, small group tutoring, face to face classes, online tutoring, etc.), and the different populations whom you served (e.g., adult English language learners, parents, adults with disabilities, etc.) in as much detail as possible. If applicable, describe how these modalities and populations served were different in 2023-2024 than they had been in previous years.

Our literacy services were a combination of one-on-one tutoring, small group tutoring and face to face classes. Nearly all of our students identified as Hispanic and 60% were female. This year will be our benchmark for future comparison.

4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service?

We primarily served students from the city of Las Vegas and the surrounding area of San Miguel County. Our system's approach to program development includes further collaboration with the LCC's Early Childhood and Education Department, the San Miguel Literacy Council and the League of Women Voters' as we continue to research the literacy needs of our community of Northern New Mexico.

5. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of literacy activities. Please specify the degree of formality for each arrangement described (e.g., purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals? Do you refer students to other NMHED-funded adult education programs? If so, please describe.

To date, our program has no formal agreements with other organizations or agencies, but with the help of local volunteers our horizons are broadening. Currently this program is more of a volunteer support system for the College & Career Readiness Institute adult education program. Students with low literacy scores from TABE assessments were grouped with a volunteer to improve their scores.

6. **What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2023-2024 program year? What program needs did the PL address? What were the outcomes and influences of this PL, if any, in your program?**

   As Director of the College & Career Readiness Institute, I had a steep learning curve. I was able to attend numerous workshops and conferences. It was helpful to see how other literacy programs are structured, to format student goals worksheets, to support tutors and other resources to develop our Literacy program.

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Data Questions

Please answer the following questions that address data and performance in your program and sub-awarded programs, if applicable. Use the LACES database to collect data for students, hours, goals and tutors. You can present your data in the form of a table, graphs or a narrative.

1. **How many students were served in your program during the 2023-2024 fiscal year? Please, include the total number of students with non-zero hours from the Student *Calendar Hours Report* from LACES student area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.**

   The total number of students with non-zero hours was 40. Our reading improvement class served 17 students and the remainder were ESL students.

2. **Compare the number of students served in PY 2023-2024 with expected enrollment from grant proposals. Discuss the differences and challenges that you encountered.**

   This year will be the baseline for future comparisons. Our biggest challenge was documenting participation early in the program year.

3. **How many hours did students spend learning in your program in 2023-2024? Please, include total hours by different categories as well as average number of hours per student with minimum and maximum number of hours that students spend. Use *Student Calendar Hours Report* from LACES student area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.**

   The total hours for all students was exclusively instructional at 1475 hours, with the average being 37 hours for 40 students and a range from 1 hour to 84 hours.

   Below is a breakdown of Instructional hours based total hours and the number of students. Over half of the students received 40 or less hours of instruction. Only 12 students received less than 12 hours of instruction.

Instructional Hours vs. # of students
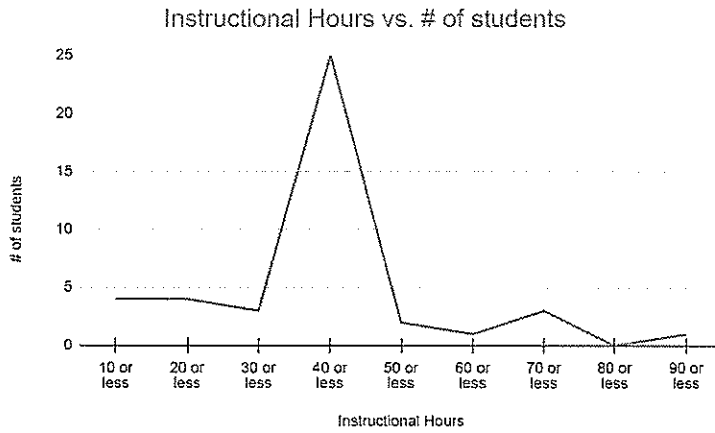
4. **Of the students who were served, how many met their goals? Attach Goals Met in Time Period by Type *Summary* from LACES student area Reports. Use the following parameters to generate your data: Goal Met Date between 7/1/2023 and 6/30/2024.**

Goals Met by Students 2023-2024
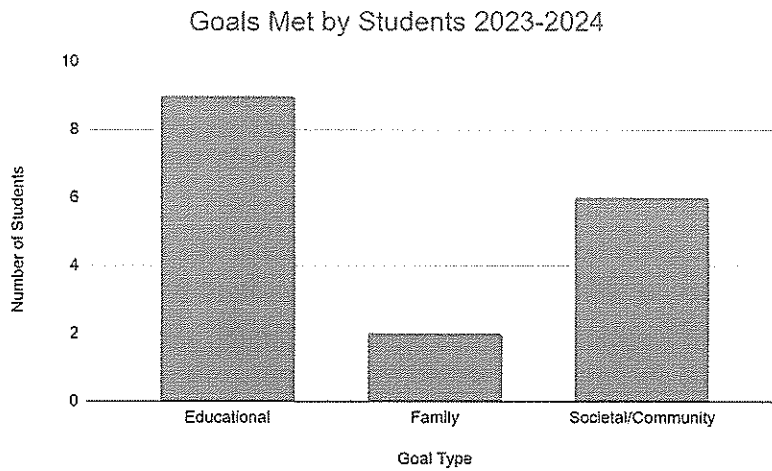
During the program year 40% of students set and met goals, with the majority of goals met in either Educational or Societal/Community. One student set and met 2 goals, while the others reached one goal.

5. **How many hours did tutors spend working with students in 2023-2024? Please, include total number of tutors with non-zero hours, total hours by different categories as well as average number of hours per tutor with minimum and maximum number of hours that tutors spend. Use *Tutor Calendar Hours Report* from LACES Tutor area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.**

Tutors spend 158 hours working with students in 2023-2024. The program had 3 tutors with non-zero hours, with the average number of total hours tutored being 53 and a range from 38 to 81 hours tutoring students.

6. **When you look at your program outcomes, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.**

The program was somewhat effective because 40% of the students met their goal. The data suggests that if we serve more students and track goal setting more effectively, then our overall success will increase substantially. The program has the ability to serve more students than were served during this program year. The challenge will be training tutors in the importance of goal setting and subsequent tracking of goals met.

7. **When you look at your program data, what changes would you like to implement and why?**

Marketing to a broader audience is our top priority. As we develop our program to address the needs of our community, we can adjust the mode of providing service. We plan to offer short goal specific workshops each semester (2 in the Fall and 2 in the Spring). The first workshop in the Fall will be civic focused with the goal of getting participants register to vote in the upcoming election. One spring workshop will focus on Financial Literacy and tax preparation. These workshops will meet the literacy needs of HSE students while allowing non-HSE students to benefit from the workshops.

8. **What pathways could lead to increased enrollment for your program? How much additional funding would you need to accomplish this goal?**

We are proposing a grassroots pathway to increase enrollment. With specific topics being covered in workshops, we can then use the opportunity to educate the community on other services. Collaboration with other identities increases the labor force as we acquire additional funding for a full-time coordinator/instructor. It is unrealistic to propose substantial growth and meeting the literacy needs of a vast geographic area without sufficient funding. Additional funding would allow the program to hire one person to complete a needs assessment, build a collaborative network within the community, train tutors and assist in direct instruction. Currently these efforts are highly fragmented among volunteers and staff.

Financial Expenditures

Please provide the following information about your financial expenditures.

Additional grants, funding from partnerships, etc.

1. Please list other sources of support for your program and their contributions for PY 2023-2024.

Source	Amount
NA	NA

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Student Needs and Satisfaction Questions

Please answer the following questions about student needs and satisfaction in the literacy services provided by your program and its sub-grantees, if any. If you have *not* collected all of this information, please indicate this and plan to do so in the upcoming program year. If you need assistance from NMHED to think through this data collection process, please do not hesitate to reach out.

1. **Describe the processes used to collect information regarding student needs, goals, and satisfaction.**

   Our program is still in the process of developing an effective data collection strategy. The initial focus of literacy work was serving HSE students with NRS Reading/Language scores at Level 2 or below. Using other forms from other literacy programs in New Mexico and LACES as a template we were able to have a more program specific approach to collecting information regarding student needs, goals and satisfaction.

2. **Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.**

   NRS Reading Level 2 students' primary goal was a measurable skill gain. ESL students' goals were more diverse. Those included improving conversational English, being able to participate in community activities, and being more involved with their childrens' education.

3. **How does your program help students meet these needs and goals?**

   Small group instruction was the primary method of instruction and helping students meet their goals.

4. **What do you plan to do in the upcoming program year to improve the processes that you use to collect and analyze student needs, goals, and satisfaction?**

   Our data collection efforts this year were delayed, for the most part due to just using NRS scores as a starting point to select students to provide with additional instruction. There is a new student needs and goals form for all students regardless of academic ability. This should not only provide better documentation but reduce the stigma associated with lower academic levels.

   ESL students were reluctant to take any assessment at the beginning. We worked to translate needs assessments into Spanish. Now students will have this opportunity to specifically work with a coach to develop their personal learning goals.

5. **What do you plan to do in the upcoming year to improve students' ability to meet their goals and improve their satisfaction with your services? How can NMHED help?**

   With more volunteers, we plan to work with students individually before placing them in group learning environments. This will allow us to start with a more structured approach and follow-up with students on a regular basis.

   NMHED can help by providing more feedback on our proposed data collection and management process. Being able to assure we are moving in the right direction would be invaluable to new volunteers and program coordinators.