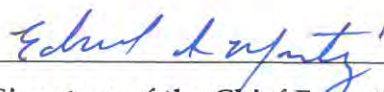
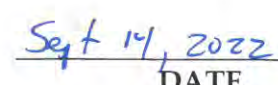




**Annual Program Report
Cover Page**

Program Name:	College & Career Readiness Institute	
Institution or Organization:	Luna Community College	
Address:	366 Luna Drive	
City:	Las Vegas	
County:	San Miguel	
Zip:	87701	
Main Phone:	(800) 588-7232	
Website:	www.luna.edu/abe	
Social Media:		
Workforce Region(s) Served:	Northeast	
New Mexico Counties Served:	San Miguel, Mora, Colfax, Guadalupe	
Submission Date:	September 15, 2022	
Program Director, Manager, or Coordinator Name and Title:	Lisa Bentson, Program Manager	
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Alternate Contact Name and Title:	Inca Garduno-Crespin Academic and Career Planning Director	
Contact Information:	Phone(s):	505-454-2502
	Email:	icrespin@luna.edu




 DATE

Signature of the Chief Executive Officer or Designee

Edward A. Martinez, Ph.D President, Luna Community College

Typed Name and Title:

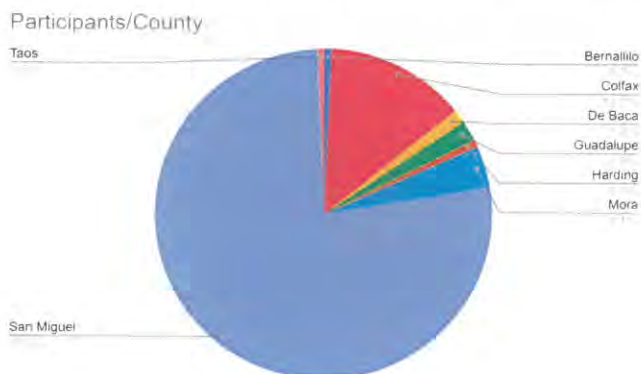
Section I. Program Narrative Report

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.

1. Describe your program briefly. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute. 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 program primarily serves students from rural northeastern New Mexico. During FY 21/22, we served students from 22 communities in Bernalillo, Colfax, DeBaca, Harding, Mora, San Miguel, and Taos counties (Figure 1). However, the majority of students resided in San Miguel County. Hybrid classroom instruction allowed us to reach remote areas and communities normally outside our service area. In the past we maintained face-to-face instruction in Mora, Raton, and Santa Rosa. The switch to only having face-to-face instruction on our main campus in Las Vegas centralized our program operations and allowed for standardization of instruction.

Figure 1. CCRI participants by county and percentage of overall student population.



CCRI primarily used an online intake form to manage student information. The standard paper form provided by NMHED was used as a template for the online form and when prospective students did not have access to email or internet services. Approximately 55 % of the student population identified as male, 45 % identified as female and one student identified as non-binary (Figure 2). With regards to employment, there was close to an even split between employed (full-time or part-time) and unemployed or not in the labor force (Figure 3). Most students entering the program were seeking to obtain their High School Equivalency. Collectively, the group only completed some high school (Figure 4).

Figure 2. Gender Identity of participants during FY 21/22.

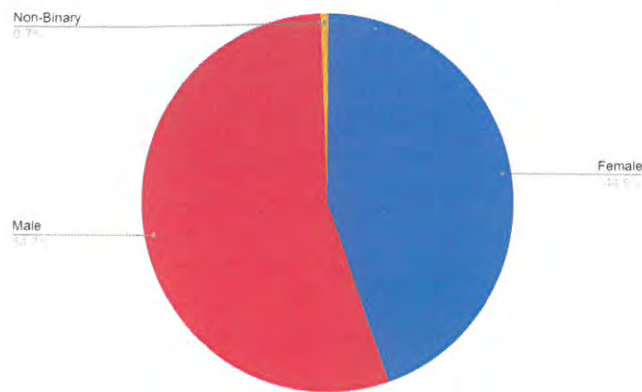


Figure 3. Participant employment status during FY 21/22.

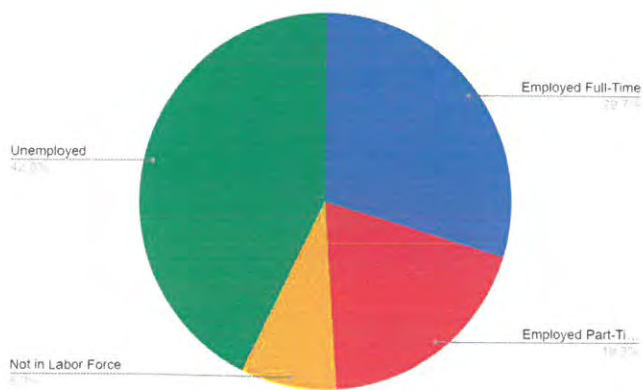
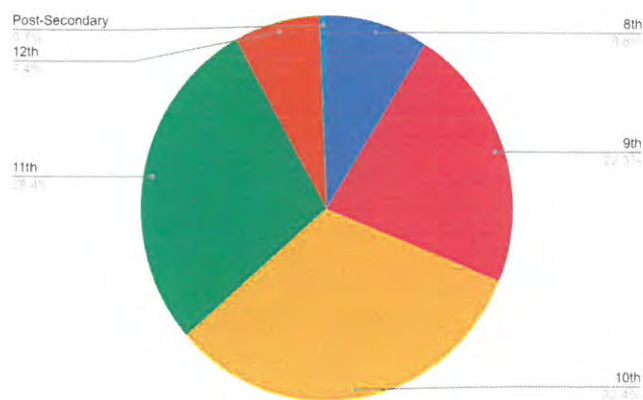


Figure 4. Highest grade level participants completed upon entry into the CCRI during FY 21/22.



Life experiences are often associated with barriers to academic achievement and success. Approximately 20% of participants in FY 21/22 self-disclosed a total of 60 incidents of life experiences that could be a barrier. Figure 5 shows the life experiences disclosed by participants and the number of times the experiences occurred. These experiences are indicative of the challenges faced by participants and allows the program the opportunity to better understand participants and redirect resources to better serve these often-marginalized populations. Along with life experiences, economic challenges are quite common among most participants in FY 21/22 (Figure 6). Many students found it difficult to attend classes while maintaining economic stability.

Figure 5. The occurrence of life experience self-disclosed by participants with CCRI during FY 21/22.

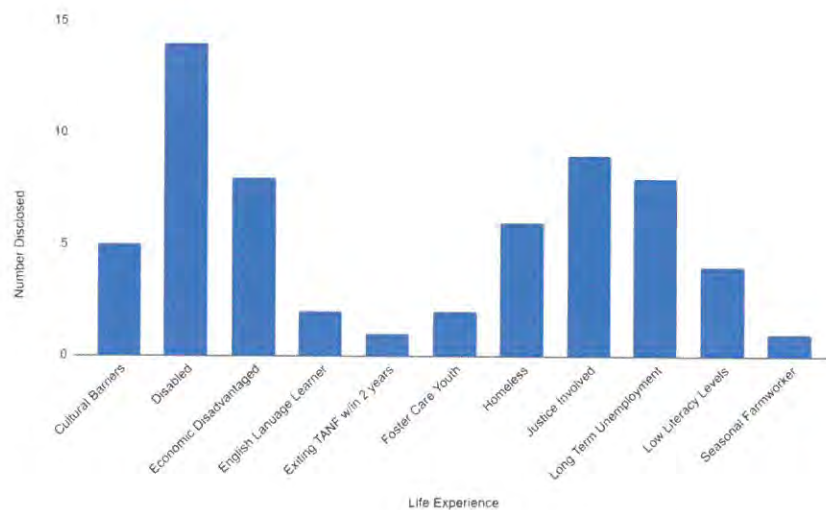
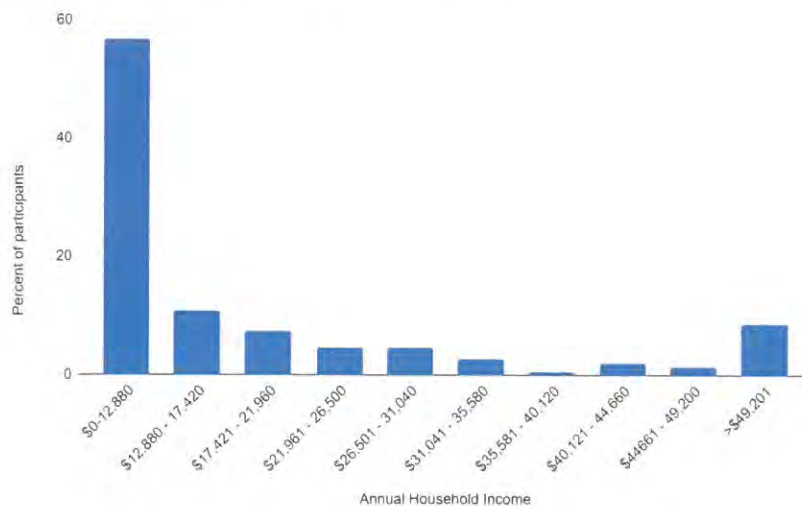


Figure 6. The percent of participants within various annual household income brackets.



2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. If you are a new Director, please consider including a summary of your personal goals and priorities as a leader.

The CCRI was short staffed at the start of the academic year. As a result, the class schedule was very general (Figure 7.) Initially, the primary goal was to provide as much instruction time as possible. The program allowed for freedom in the instructional topics so it could be based on student needs. As the year progressed, temporary part-time staff covered all classes. At that time, instructional topics per day of the week and time of day began to take shape to maximize instructor strength of knowledge.

Figure 7. Class schedule at the start of the academic year.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning: 9 am to noon	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Weekend Edition of Learning
Afternoon: 1 to 4 pm	Pre-HSE	Pre-HSE	Pre-HSE	Pre-HSE		
Evening: 5 to 8 pm		Evening Learning Circle	Evening Learning Circle	Evening Learning Circle		

COVID-19 impacted students' ability to attend face-to-face classes. Depending on resources and instructor availability, some classes were strictly face-to-face while others were hybrid during the weekdays. Classes during the evening and Saturday were virtual to protect instructor health and regular full-time student access to instructors.

A partnership with the Center for Community Intervention in Raton, NM was re-established after personnel changes at the center and the retirement of a local instructor. Now, students in Raton and surrounding areas can come to the center and complete TABE assessments and access hybrid classes. When students are adequately prepared to be successful in completing their test the center is an official HiSET testing site. Students in Raton have an advantage over other students in the program in this regard because the center does not charge a sitting fee to administer the test, they do not have to travel great distances to a testing center. The closest testing center to Las Vegas is in Santa Fe, NM.

CCRI is working to improve our services by developing an integrated program, enhancing instructional design and improving reading instruction. Conversations with other LCC departments has led to developing an I-BEST program in Allied Health and Skilled Trades. LCC

was selected as a Good Jobs Challenge awardee. This grant will promote the college and CCRI as a training site for in demand jobs. Along with these new integrated programs, CCRI continues to enhance instructional design by incorporating active learning strategies and developing an applied STEM Lab. Instructors are collaborating with classroom instruction and the applied STEM Lab to improve student learning, success and retention. Although we were unable to completely launch a stand-alone reading success program this year, we utilized training received as part of the STAR Initiative to enhance mid-level reader success. Reading success was also enhanced by using ReadWorks.org, which allows reading assignments to be customized to reading level and student interests.

- 3. How is your program continuing to respond to the changing pandemic landscape? Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How are challenges evolving? What is planned for the fall? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?**

CCRI continues to respond to changing pandemic landscapes at the same time it is addressing the impacts of the Hermit's Peak/Calf Canyon fires. Near the end of 4th session and academic year, when many students were scheduled to complete HSE testing and post-testing assessments, the LCC main campus was evacuated and closed due to impending fire danger. Many CCRI students and staff were also evacuated from their homes. Although the fire danger is over, post-fire flooding, road-closures and municipal water supply shortages continue to linger into the future for an unmeasurable timeframe. Through these trying times CCRI has redirected energy toward infrastructure improvements, instructional environment modifications and using technology to meet the needs of students.

Infrastructure at CCRI needed improvements to allow for student access to direct instruction. At the start of FY 21/22, low cost webcams were purchased and used for virtual and hybrid classrooms. These systems lacked the audio and visual capabilities to provide a seamless learning experience for all students. Now one of our classrooms has been equipped with an integrated portable classroom system. This new system has superior sound and video capabilities and allows all students in the hybrid classroom to interact with each other. The second infrastructural change was in response to the distance HSE test takers needed to travel in order to reach a testing site. CCRI rearranged office space and provided a computer that met the requirements of ProctorU, the third-party proctoring company that allows students to take HSE tests remotely. The last major improvement was the creation of what CCRI staff referred to as the 'DREAM ROOM'. The 'DREAM ROOM' houses our new Redbird Flight Simulator which is used for our Applied STEM Lab. The room also provides an inspirational environment for student assessments, and coaching.

In order to meet the changing needs of our students, CCRI focused on improving the instructional environment. In-person instruction was provided to students that either were disengaged with respect to virtual learning environments or lacked the ability to join classes virtually. When two classes were offered at the same time, one class was hybrid and the other was in-person. Instruction of higher-level math was the most successful hybrid class offered, based on the number of students attending class. In contrast, lower level learners tended to join in-person classes more frequently. Program wide, distance learning opportunities were provided using

Google Classroom, Learning Upgrade, Readworks.org, and NRP Online Learning. It was apparent that strictly asynchronous learners were not utilizing distance learning resources as students enrolled in synchronous classes. Synchronous students tended to use distance learning resources to supplement their class instruction. As a result, this year we are discouraging completely asynchronous learning.

CCRI use of technology has changed for the better as a result of the pandemic. We have shifted from virtual classes using Google Meet to hybrid classes using ZOOM. Currently, we have one ZOOM account for all hybrid classes. That simplifies logging into class for our students. However, we are unable to have more than one hybrid class at any given time. Chromebooks were provided to any student that needed one to attend hybrid or classes.

Our challenges for FY 21/22 centered around retention of both instructors and students. Economic disparity in salary and working conditions for instructors was the main reason for instructors leaving or limiting their classes to only virtual. This had a ripple effect with student retention being negatively impacted. As the FY progressed, the number of classes being offered decreased both from lack of student interest and instructor availability. Referring to Figure 7, it should be noted that evening and weekend classes were discontinued, with the exception of Tuesday night's virtual grammar class. Lower student retention is probably attributed to our reduction in Onboarding activities. Onboarding activities were reduced because of staffing shortages. Once again, supporting lower retention in students and their success or HSE completion is linked to an understaffed program.

With challenges comes the opportunity to plan for future improvements. Our Applied STEM magnet track, offers students an opportunity to explore the field of aviation as a potential career and apply concepts discussed in math, science and social studies classes. Instructors meet weekly with each other to plan lessons that complement each other. Applied STEM students work in small groups with a certified aviation instructor to work on real-world scenarios. With the scenarios, students improve their digital literacy skills by using resources to develop and test hypotheses. In addition to offering Applied STEM we are adjusting our distance learning and digital equity by providing access to digital resources such as chromebooks and online learning systems such as ReadWorks.com, Learning Upgrade and NRP Online Learning platforms.

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.**

CCRI has informal partnerships with other departments within LCC and is now part of a larger institutional organization. Near the end of FY 21/22 there was a shift in program oversight from the Vice-President of Academics to the Director of Academic and Career Planning. This realignment creates a mutually beneficial working strategy to better streamline CCRI students directly into credit bearing classes that can lead to certificates and degrees from LCC. We are working towards launching a new onboarding process that includes admission to LCC as a non-

degree seeking student, coaching on future academic/career planning with the help of student success specialists, obtaining an LCC email account and a student ID card.

The Raton Center for Community Intervention is another informal partner with CCRI that continues to grow. The center provides local community members with career counseling and social/emotional coaching and support. CCRI provides virtual learning opportunities at the center and others within the community remotely. With increased interest in the services offered at the center, we are looking to replace our retired instructor with someone who can enhance in-person learning and provide another virtual instructor to CCRI.

CCRI actively works with agencies and organizations within the Las Vegas community to address the needs of often marginalized individuals. The NM Department of Vocational Rehabilitation (DVR) and Juvenile Probation and Parole - CYFD often make referrals to CCRI on behalf of their clients. CCRI is also involved in the Juvenile Justice Continuum Board. As a member of the board, our services are brought to the attention of our service to people who are directly involved in the justice system.

HELPM and the NM Workforce Connection staff routinely came to the LCC main campus to provide information to students. Now that CCRI is working with the Director of Academic and Career Planning and Student Success Specialists a model of a One-Stop Career Center can be created on campus. This is another way to include CCRI students into mainstream campus life.

Section II. Core Indicators of Performance 2021-2022

Please enter the following information regarding core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	20.83%
Credential Attainment Rate	20.4%	8.33%
Employment (Second Quarter After Exit)	25%	33.33%
Employment (Fourth Quarter After Exit)	35.3%	8.7%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$1267.51

Section III. Evaluation of Program Effectiveness

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

The CCRI program performance fell below the negotiated target levels negotiated with OCTAE. As a program we were prepared and adjusted to the changing environment due to the pandemic. However, our exceedingly low Measurable Skill Gains (MSG) value is attributed to the disruption caused by the Hermit's Peak/Calf Canyon fires. The fires impacted the program because the LCC main campus was completely closed or partially closed from late April through mid-June, creating significant disruption in the personal lives of both students and staff. The session ended earlier than planned and students were unable to complete post-assessment.

Six students were scheduled to complete their HSE before May 14, 2022. Only half had the resources- computer, internet, secure environment required to complete the testing process according to ProctorU. The other HSE ready students planned to use office space provided on campus. Approximately 10 other students were preparing to complete a Post-Assessment to determine their MSG when mandatory evacuations were ordered for parts of Las Vegas, including the main campus and surrounding areas. It was difficult to track students for welfare checks, let alone schedule a remote assessment.

Our outcomes related to credentials, employment, earnings were negatively impacted due to insufficient student demographic information. The program shifted to an online intake form using GoogleForms. For security reasons, students were not asked for their Social Security Number (SS#). Following up with students to obtain their SS# was a program oversight related to our staffing shortage. Without the student's SS#, it was impossible to track student outcomes in LACES. This, in turn, led to underrepresentation of positive outcomes.

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

Barring any extreme ecological or social events, the program has now scheduled a post-assessments week during the last week of each session. Students who are placed at NRS Level 3 or 4 in math are enrolled in 6 hours of instruction per week in the subject. Theoretically, those students should reach 40 hours of instruction by the end of the session and be ready for a post-assessment. Other students are concurrently enrolled in Science, Social Studies and Language Arts. Science and social studies instruction is being considered applied Language Arts. This combination of class offerings increases the instructional time for these students allowing them to accumulate enough instructional time for post assessment in both Reading and Language Arts.

Another plan to improve MSG levels is related to data entry into LACES. In the past, all students' attendance was entered into LACES regardless of how much instruction the student received. This resulted in higher hours of instruction and lower retention rates. For FY 22/23, student attendance data remains a priority. However, students with under 12 hours of attendance will be classified as "prospective students". Once 12 hours of instruction has been completed, students will be reclassified as 'enrolled'. This step will better represent the students we are serving by focusing on the students who are engaged in the learning process.

The program continues to use GoogleForms as the primary tool for student intake, but some students still complete the paper intake form. For students completing the online form, the program is reaching out to obtain SS# for direct data entry into LACES.

3. Consider your performance data from the last and previous program years. What trends do you see?

Over the past 5 years the performance of the program has fluctuated dramatically with respect to the percentage of Measurable Skill Gains, as shown below. FY 19/20 was the best year of the program performance in the recent past. It should be noted that FY 19/20 was the start of the pandemic and although our total enrollment, achievement, and attainment were similar to past years, the total hours of attendance was remarkably less. On average 50 hours of instruction was provided to students in FY 19/20, as compared to FY 21/22 (87 hours/student) as compared to FY 20/21, the trend of performance is improving. We expected to see increasing trends in FY 21/22 in comparison to FY 20/21, we did. However, the significant change we anticipated as a result of abatement of COVID did not materialize in a large part due to the fires and subsequent flooding.

Table 1. Summary of performance data for the past 5 years.

	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22
% MSG	37.84	19.32	30.56	14.9	20.83
Total Enrollment	72	88	72	28	46
Total Hours Attendance	5340	6280	3610	920	4020
Number Who Achieved at least one educational functioning level gain	18	15	16	2	6
Number who attained a Secondary School Diploma or its Equivalent	10	2	6	2	4

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

The program has selected 3 areas to focus efforts on to improve quality and efficacy of services provided. These areas include enrollment, class scheduling and data management. Each focus area is linked to the others. Therefore, improving one can only improve the others.

In previous years, the program was inconsistently enrolling students into the program and subsequently class scheduling. The program made improvements in standardizing the length and number of sessions per year. However, our managed enrollment policy was not enforced. Now the program is enforcing a managed enrollment policy. In order to begin classes at the start of a session students must complete the intake form, TABE pre-assessment, and class schedule with an academic coach. Students that are unable to complete those 3 steps are placed on the waiting list for the next 8-week session. Our goal is to improve student enrollment and retention by adding more value to the learning opportunity.

Managed enrollment has simplified class scheduling. First, students must meet with an academic coach to discuss options before the student selects classes. Classes are offered for shorter periods of time and more frequently. In preparation for College Readiness, classes are 1:15 hours like many LCC classes and there are multiple sections of the same class. Instruction is intensified during the classes and students are provided with additional resources, i.e. Google Classroom and ReadWorks to encourage and improve independent study. Our goal is to improve MSG with less instructional time.

As a program we have been working towards improving data management. This includes more than what is required to maintain compliance. Before the pandemic, all data was primarily in a paper format. Information needed to be entered manually before it could be synthesized. Student schedules could only be found in the student's paper file, rendering it practically impossible to see the big picture of class sizes or expected student participation. Now we are able to track students once they complete the intake form. Processes we track are scheduling the TABE pre-assessment, completing the assessment, completing a class schedule and attending class. Once students begin to complete post-assessment or the HSE equivalency test we will add that to our tracking system. Our goal is to improve access to student progress to allow us to better manage student retention and success.

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.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs	Total FEDERAL FUNDS Expenditure for This Service, Excluding Administrative Costs, for Program Year 2021-2022
Outreach, intake, and orientation information	Career Service	148		
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	131		
Referrals to and coordination of activities with other programs and services.	Career Service	11		
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			
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			
Integrated Education and Training (IET) programs	Training Service			
Grand Totals:				

2. **In addition to the New Mexico State Combined Plan (link provided earlier, in Section I), 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> Aside from the general fact of providing Adult Education services to people with barriers to employment, how is your program specifically working to serve the unique regional needs and priorities identified in the Local Plan?**

Due to COVID, the fires, the flooding, and the water shortage the opportunities to support regional needs beyond subsistence-level support have been limited. However, the program has begun working with various industries to promote interest in skilled jobs. For example, the college is offering free workshops in fire/flooding recovery operations and the aviation industry has provided volunteer guest speakers for our classes.

3. **Describe specific activities and strategies your organization has implemented to partner with the LWDB(s) and your local One Stop staff / operators, including working to promote co-enrollment and braided funding. What's working well? What are your biggest challenges?**

Given the significant area challenges, our local LWDB has not had an opportunity to expand its basic functions into a wide variety of programs with which we can interact. However, we do regularly interact with them via onsite classroom visits and special events. Since the primary interaction of the Northern Region are not on the San Miguel and Mora Counties side of the mountains, interactions geographically limited.

LCC's Academic and Career Planning Student Success Specialists are working more collaboratively with CCRI. The Student Support Specialists participate in all student, including CCRI students, support functions. Some of their functions include coaching in areas of career planning and job placement. Establishing and maintaining relationships with business and industry for the purpose of job development and placement will reduce the redundancy of effort and ensure that the needs of the community are met.

4. **Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. If you do not have an MOU and/or an IFA, please inform us of any efforts or discussions toward MOUs and IFAs in your local area.**

Currently Luna Community College/College & Career Readiness Institute, Adult Education and Northern Area Local Workforce Development Board have a Memorandum of Agreement (MOA) in order to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB). A copy of the MOA is attached. A separate Memorandum of Understanding (MOU) between NALWDB and American Job Centers Partners includes LCC as a partner organization to provide Adult Basic Education. A copy of this MOU is also attached. Due to the disruptive nature of the pandemic, CCRI work with these partners has been limited. The local NMHELP and New Mexico Workforce Connections staff have visited with students to promote an understanding of the resources available. During FY 22/23, CCRI plans to work directly with LCC's Academic and Career Planning Director and Student Success Specialists in a collaborative effort to improve services to students.

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 2021-2022 program year.

- 1. Briefly report on your program's level of engagement and activities related to the third and final year of the state-sponsored "Career Pathway Initiative." Describe how your program continued to develop its career pathways-oriented service delivery model this year as part of its global continuous improvement efforts. Any significant changes or challenges?**

During the final year of the "Career Pathways Initiative" Adult Education Programs in New Mexico had the opportunity to work together around a particular focus area by identifying what they wanted to achieve and working to achieve it, supporting and holding each other accountable. Of the six Technical Assistance/Coaching (TAC) Groups, CCRI chose to focus on 'Contextualized Curriculum' and 'Partnerships'.

Working with instructors, CCRI developed a contextualized curriculum in Applied STEM. Math, Science, Social Studies and Language Arts were linked with the field of Aviation. The curriculum was designed to enhance the learning environment of lower NRS level students. It allowed contextualized instruction several class sessions per week plus an Applied STEM Lab. For students not in the Applied STEM Lab, lower NRS level math students use a variety of contextualized learning approaches to understand fundamental concepts.

The most successful partnership growth was that between CCRI and LCC. Plans are in progress to improve CCRI student inclusiveness within the College. Working with the Administration, Admissions, the Academic Center for Excellence, Academic and Career Planning and Allied Health Sciences and Public Services, many barriers to student success have been recognized. A system is being developed to document the steps to follow in order to facilitate institutional change.

- 2. To what degree is career planning and advising structurally built into your Adult Education program at this point, for the students who want and need it? Be specific.**

Career planning and advising is built into the coaching and class scheduling component of the program. The program is looking to hire an academic coach who will be responsible for working with other staff members to create a system that can document and track student progress. Ideally, these efforts will be incorporated into our improved Onboarding process that will include both asynchronous and synchronous career and educational planning.

Career planning is further explored during Language Arts classes. We are working towards each student creating a digital portfolio. The portfolio will contain cover letters, resumes, and examples of their work. It will be saved as a shared Google document for program records and for future use by the student.

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

N/A

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

CCRI staff are in the early stages of working with LCC's Allied Health Sciences and Safety Department to develop an IET program in the area of Allied Health. LCC was awarded an I-BEST Good Jobs Challenge grant. FY 22/23 is a planning year. The program is looking at other programs within the State for models to adapt to the population in our service area.

Section VI. Curriculum and Instruction

1. **Please describe your program's orientation and onboarding process.**

Orientation and onboarding activities were truncated this year as compared to previous years. This was due primarily to staffing shortages at the start of the academic year. Instead of a dedicated program orientation and onboarding sessions, students were provided program information throughout the first week of classes by staff members.

Recognition of the shortcomings of this approach, efforts are being made to provide a more comprehensive asynchronous process. This approach would provide students with program and institutional knowledge and support along with student success strategies, exploration of career opportunities, and connections with our community partner organizations such as HELPNM, NM Workforce Connections; in addition to LCC's student support services and resources.

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.**

Students were placed into one of four learning cohorts (Figure 7) based on their availability for instruction and expressed interest in completion timelines (Fast Track, Pre-HSE, Evening Learning Circle, and Weekend Edition of Learning). Learning subjects (Reading, Writing, Math, Social Studies, and Science) were left non-specific to focus on the specific needs of each cohort. Also, at the start of the academic year, instructor availability was low and their subject area expertise varied. The intent of 'Fast Track' was to provide 15 hours of instruction/week with a total accumulation of 120 hours of instruction by the end of an 8-week session. In theory it provided both intensity and frequency to support the achievement of substantial learning outcomes and gains. However, the increase of instructional time did not improve MSG as expected. This deviation from expectations could be attributed to our inability to complete post assessment at the end of the year because of the disruption caused by area fires. Pre-HSE students had the potential to obtain 12 hours of instruction per week. However, most students in this cohort did not attend all available classes because of personal scheduling conflicts. Near the end of Session 3, both the Evening Learning Circle and Weekend Edition of Learning were discontinued due to lack of student interest.

The program used FY 21/22 data to develop a new FY 22/23 class schedule to reflect on the lessons learned. During FY 22/23 classes are subject specific, shorter in duration, less frequent, and offered only during the mornings and afternoons Monday through Thursday. However, the program does not rule out the option to add classes if sufficient student interest exists and instructors are available.

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.**

The use of technology and instructional delivery systems continued to improve during the year. Hybrid classes, in person classes and completely virtual classes were incorporated into the schedule to support a diverse student population. The program was able to offer a greater opportunity to synchronized learning. Google Classroom was a platform used to help anchor our instruction in many classes. Using this platform allowed for both formative and summative assessment of student comprehension. Google Classroom use continues to be expanded as we develop additional classes. It also supports asynchronous learning, when students are unable to attend regular synchronous class.

Students also had access to additional resources to support their asynchronous distance learning. Learning Upgrade and Online Learning by New Readers Press and ReadWorks were the program's primary standalone distance learning platform. Student feedback was positive on each of these systems. One observation must be noted and that is the students that attend synchronous classes were the only students to show skill gains. As a result, we are only offering these resources to students who attend synchronous classes. Until there is data to support the success of completely asynchronous learning as part of a structured learning environment such as CCRI, the program will no longer offer completely asynchronous students into the program.

Chromebooks were loaned to students to attend hybrid classes or to support asynchronous distance learning. We will continue to provide this service. The only change to providing chromebooks to students is they must first demonstrate consistent class attendance or another measure of commitment to reaching their stated educational goals. This change is due to a number of chromebooks being borrowed without the student attending synchronous classes regularly or using asynchronous distance learning platforms and failing to return them upon request by program staff.

4. **Describe how your program aligns instruction to the CCRS. Please include information on required curriculum and resources available to support instruction and the implementation of CCRS.**

The program has shifted to a more structured curriculum. New Readers Press and McGraw Hill Education are our primary publishers because they have a series of publications that align to the CCRS. New Readers Press offers a pre-HSE and HSE series of publications in Mathematics, Language Arts, Science and Social Studies in bound softcover books that also mirrors the publisher's Online Learning series. McGraw Hill Education offers a series of College and Career Readiness Workbooks that are the scaffolding for an integrated curriculum across subjects.

During FY 22/23 the program plans to continue integrating the curriculum. A collaborative effort is underway to integrate core subject areas: math, language arts, science and social studies with

an applied STEM lab that focuses on the field of aviation. For instance, instructors meet weekly to discuss current topics in the core subject area. Then collaboratively, the instructors chose key areas to reinforce during the STEM lab. Applied STEM connects to our classrooms much like a college chemistry lab connects to its lecture component. Additionally, the classroom staff looks for ways to connect classroom content to the ongoing projects in Applied STEM. So, our lesson plans are fluid, with constant cross-fertilization between the traditional classroom education, and the more hands-on lab learning, creating an ongoing synergy between theory and application. Take for instance the concepts of rounding numbers, reading charts, and understanding the scientific method. In the classroom setting students learn about these concepts through discussion and practice. These concepts are further reinforced with smaller groups. In the lab, students get to practice concepts by experimentation using a flight simulator. They get to see how rounding of cargo weight up or down can influence takeoff performance. Then using this data, they collected develop a hypothesis and report their findings back to the larger group of classroom students. Our goal here is to increase student involvement in learning, improve level gains and improve student retention.

5. **How do you incorporate the essential components of reading instruction into your program?**

By using ReadWork.com the program has been able to increase student engagement in reading by providing appropriate reading level material in a variety of subject matters. Instructors are able to evaluate a student's ability and interest and choose short reading assignments that relate to content areas such as science and social studies. Lower level reading instruction focuses on alphabetic and phonic. As reading skills improve instruction shifts to reading accuracy, rate and prosody; then to vocabulary and comprehension at increasing skill levels to match the students educational need. The importance of recognizing students' strengths and challenges in reading cannot be understated because with focused instruction reading skills improve.

6. **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.**

As a program manager, I measure each aspect of the program against its contribution to student success. This philosophy is innate, but truly formed with my involvement in the NMHED AE's C3 Initiative as an AE instructor. The year-long training was the foundation, with much of it founded in **Training from the Back of the Room!** written by Sharon L. Brown and the principles of "Brain-based Learning". All of the program staff recognize the potential significance of program success and completion to our students' lives. Whether it is a curriculum decision or a scheduling decision or a personnel decision, we consider its impact on the students' ability to persist and achieve.

As a leader, I make every effort to manage my team as a coach, providing them with the resources and training they need and requiring them to give their best and keep the team goal- student success. The NMDELT course I completed, "Motivational Coaching for Adult Education" continues to support my efforts.

With our population and the disasters in the community, flexibility is a requirement. Whether it is a last-minute change in instructional modality or the need to find materials or appropriate resources because our resources were still on an evacuated campus, our program must adjust. We are a vital program for our students and our community.

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

For this section, if the program received IELCE funding for 2020-2021, 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: **N/A**
2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
3. 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.
4. 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.
5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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 2021-2022, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: **N/A**
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

IX. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2021-2022. Please fill out all of the information requested.

[illegible]

X. 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 from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs. **N/A**
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. **N/A**

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
		N/A

4. Please indicate FY 2021-2022 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
		N/A

5. Please indicate FY 2021-2022 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
		N/A

6. Please indicate the total fair market value of donated supplies and materials. **N/A**
(e.g., books)
7. Please indicate the total fair market value of donated equipment. **N/A**
8. Please indicate total fair market value of donated IT infrastructure and support. **N/A**

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
1945	\$9.48	\$18438.60

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2021-2022.

Source	Amount
	N/A

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year. N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
	N/A



**Annual Program Report
Cover Page**

Program Name:	College & Career Readiness Institute	
Institution or Organization:	Luna Community College	
Address:	366 Luna Drive	
City:	Las Vegas	
County:	San Miguel	
Zip:	87701	
Main Phone:	(800) 588-7232	
Website:	www.luna.edu/abe	
Social Media:		
Workforce Region(s) Served:	Northeast	
New Mexico Counties Served:	San Miguel, Mora, Colfax, Guadalupe	
Submission Date:	September 15, 2022	
Program Director, Manager, or Coordinator Name and Title:	Lisa Bentson, Program Manager	
Contact Information:	Phone(s):	(505) 454-2564
	Email:	lbentson@luna.edu
Alternate Contact Name and Title:	Inca Garduno-Crespin Academic and Career Planning Director	
Contact Information:	Phone(s):	505-454-2502
	Email:	icrespin@luna.edu

Edward A. Martinez
Signature of the Chief Executive Officer or Designee

Sept 17, 2022
DATE

Edward A. Martinez, Ph.D President, Luna Community College

Typed Name and Title:

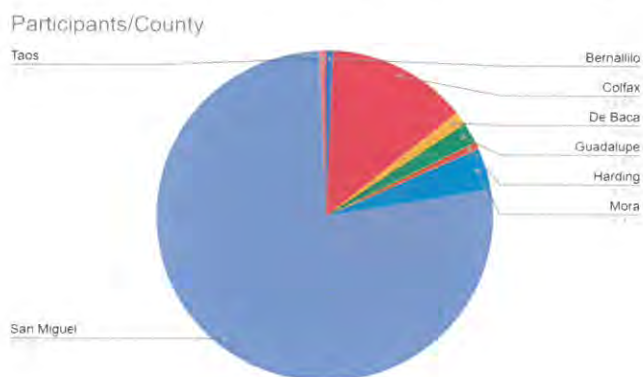
Section I. Program Narrative Report

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.

1. Describe your program briefly. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute. 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 program primarily serves students from rural northeastern New Mexico. During FY 21/22, we served students from 22 communities in Bernalillo, Colfax, DeBaca, Harding, Mora, San Miguel, and Taos counties (Figure 1). However, the majority of students resided in San Miguel County. Hybrid classroom instruction allowed us to reach remote areas and communities normally outside our service area. In the past we maintained face-to-face instruction in Mora, Raton, and Santa Rosa. The switch to only having face-to-face instruction on our main campus in Las Vegas centralized our program operations and allowed for standardization of instruction.

Figure 1. CCRI participants by county and percentage of overall student population.



CCRI primarily used an online intake form to manage student information. The standard paper form provided by NMHED was used as a template for the online form and when prospective students did not have access to email or internet services. Approximately 55 % of the student population identified as male, 45 % identified as female and one student identified as non-binary (Figure 2). With regards to employment, there was close to an even split between employed (full-time or part-time) and unemployed or not in the labor force (Figure 3). Most students entering the program were seeking to obtain their High School Equivalency. Collectively, the group only completed some high school (Figure 4).

Figure 2. Gender Identity of participants during FY 21/22.

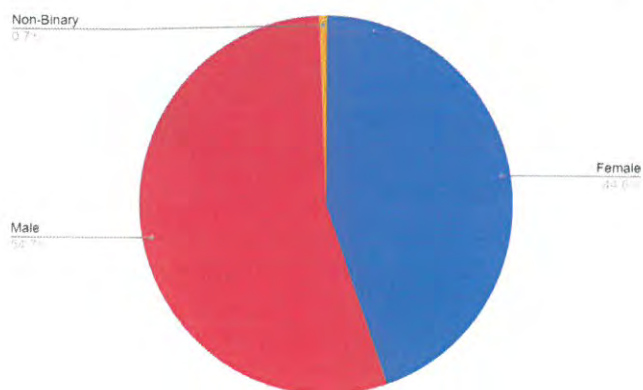


Figure 3. Participant employment status during FY 21/22.

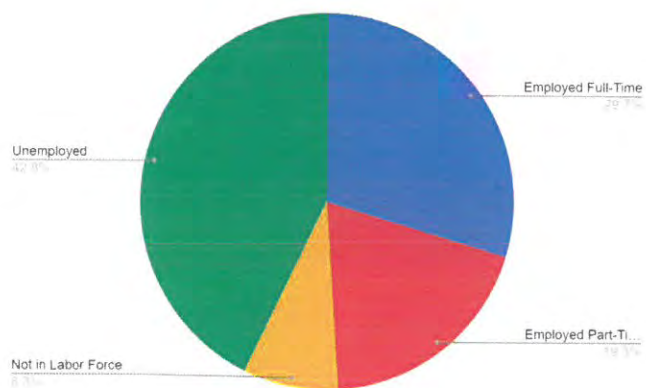
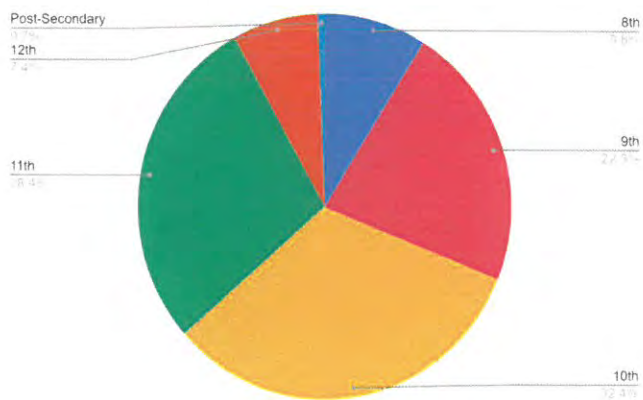


Figure 4. Highest grade level participants completed upon entry into the CCRI during FY 21/22.



Life experiences are often associated with barriers to academic achievement and success. Approximately 20% of participants in FY 21/22 self-disclosed a total of 60 incidents of life experiences that could be a barrier. Figure 5 shows the life experiences disclosed by participants and the number of times the experiences occurred. These experiences are indicative of the challenges faced by participants and allows the program the opportunity to better understand participants and redirect resources to better serve these often-marginalized populations. Along with life experiences, economic challenges are quite common among most participants in FY 21/22 (Figure 6). Many students found it difficult to attend classes while maintaining economic stability.

Figure 5. The occurrence of life experience self-disclosed by participants with CCRI during FY 21/22.

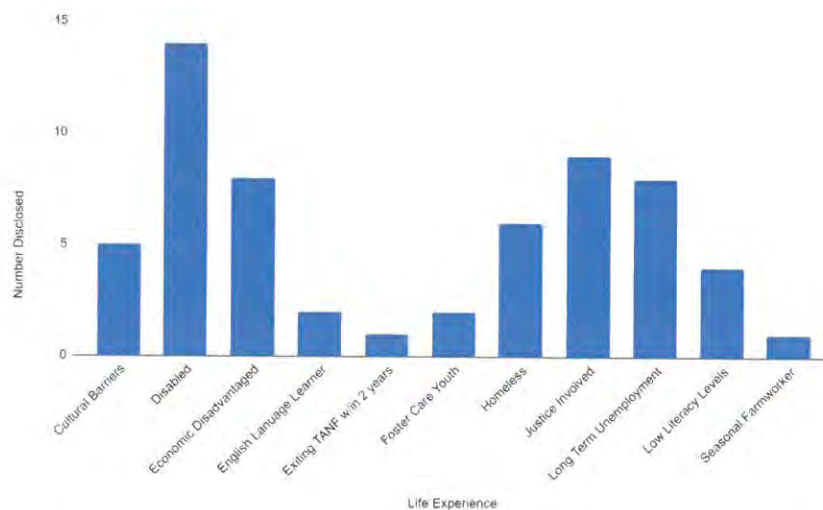
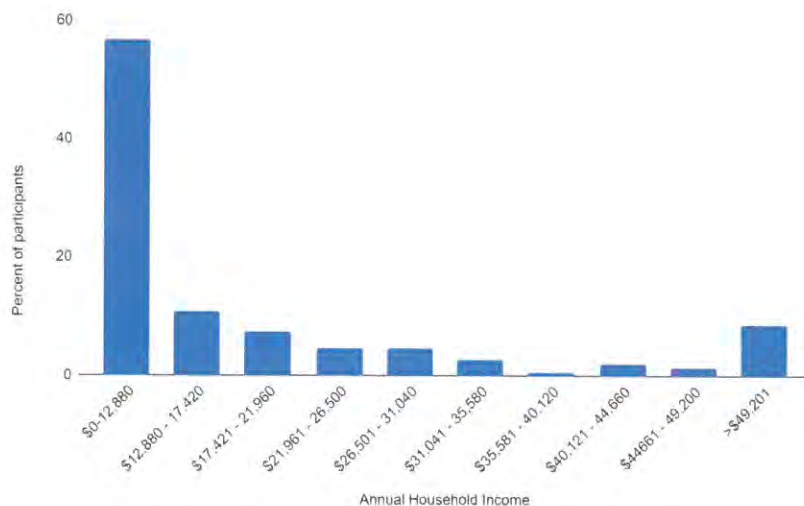


Figure 6. The percent of participants within various annual household income brackets.



2. **Highlight any significant changes in staffing, programming, target populations or goals since the last report. If you are a new Director, please consider including a summary of your personal goals and priorities as a leader.**

The CCRI was short staffed at the start of the academic year. As a result, the class schedule was very general (Figure 7.) Initially, the primary goal was to provide as much instruction time as possible. The program allowed for freedom in the instructional topics so it could be based on student needs. As the year progressed, temporary part-time staff covered all classes. At that time, instructional topics per day of the week and time of day began to take shape to maximize instructor strength of knowledge.

Figure 7. Class schedule at the start of the academic year.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning: 9 am to noon	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Weekend Edition of Learning
Afternoon: 1 to 4 pm	Pre-HSE	Pre-HSE	Pre-HSE	Pre-HSE		
Evening: 5 to 8 pm		Evening Learning Circle	Evening Learning Circle	Evening Learning Circle		

COVID-19 impacted students' ability to attend face-to-face classes. Depending on resources and instructor availability, some classes were strictly face-to-face while others were hybrid during the weekdays. Classes during the evening and Saturday were virtual to protect instructor health and regular full-time student access to instructors.

A partnership with the Center for Community Intervention in Raton, NM was re-established after personnel changes at the center and the retirement of a local instructor. Now, students in Raton and surrounding areas can come to the center and complete TABE assessments and access hybrid classes. When students are adequately prepared to be successful in completing their test the center is an official HiSET testing site. Students in Raton have an advantage over other students in the program in this regard because the center does not charge a sitting fee to administer the test, they do not have to travel great distances to a testing center. The closest testing center to Las Vegas is in Santa Fe, NM.

CCRI is working to improve our services by developing an integrated program, enhancing instructional design and improving reading instruction. Conversations with other LCC departments has led to developing an I-BEST program in Allied Health and Skilled Trades. LCC

was selected as a Good Jobs Challenge awardee. This grant will promote the college and CCRI as a training site for in demand jobs. Along with these new integrated programs, CCRI continues to enhance instructional design by incorporating active learning strategies and developing an applied STEM Lab. Instructors are collaborating with classroom instruction and the applied STEM Lab to improve student learning, success and retention. Although we were unable to completely launch a stand-alone reading success program this year. We utilized training received as part of the STAR Initiative to enhance mid-level reader success. Reading success was also enhanced by using ReadWorks.org, which allows reading assignments to be customized to reading level and student interests.

- 3. How is your program continuing to respond to the changing pandemic landscape? Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How are challenges evolving? What is planned for the fall? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?**

CCRI continues to respond to changing pandemic landscapes at the same time it is addressing the impacts of the Hermit's Peak/Calf Canyon fires. Near the end of 4th session and academic year, when many students were scheduled to complete HSE testing and post-testing assessments, the LCC main campus was evacuated and closed due to impending fire danger. Many CCRI students and staff were also evacuated from their homes. Although the fire danger is over, post-fire flooding, road-closures and municipal water supply shortages continue to linger into the future for an unmeasurable timeframe. Through these trying times CCRI has redirected energy toward infrastructure improvements, instructional environment modifications and using technology to meet the needs of students.

Infrastructure at CCRI needed improvements to allow for student access to direct instruction. At the start of FY 21/22, low cost webcams were purchased and used for virtual and hybrid classrooms. These systems lacked the audio and visual capabilities to provide a seamless learning experience for all students. Now one of our classrooms has been equipped with an integrated portable classroom system. This new system has superior sound and video capabilities and allows all students in the hybrid classroom to interact with each other. The second infrastructural change was in response to the distance HSE test takers needed to travel in order to reach a testing site. CCRI rearranged office space and provided a computer that met the requirements of ProctorU, the third-party proctoring company that allows students to take HSE tests remotely. The last major improvement was the creation of what CCRI staff referred to as the 'DREAM ROOM'. The 'DREAM ROOM' houses our new Redbird Flight Simulator which is used for our Applied STEM Lab. The room also provides an inspirational environment for student assessments, and coaching.

In order to meet the changing needs of our students, CCRI focused on improving the instructional environment. In-person instruction was provided to students that either were disengaged with respect to virtual learning environments or lacked the ability to join classes virtually. When two classes were offered at the same time, one class was hybrid and the other was in-person. Instruction of higher-level math was the most successful hybrid class offered, based on the number of students attending class. In contrast, lower level learners tended to join in-person classes more frequently. Program wide, distance learning opportunities were provided using

Google Classroom, Learning Upgrade, Readworks.org, and NRP Online Learning. It was apparent that strictly asynchronous learners were not utilizing distance learning resources as students enrolled in synchronous classes. Synchronous students tended to use distance learning resources to supplement their class instruction. As a result, this year we are discouraging completely asynchronous learning.

CCRI use of technology has changed for the better as a result of the pandemic. We have shifted from virtual classes using Google Meet to hybrid classes using ZOOM. Currently, we have one ZOOM account for all hybrid classes. That simplifies logging into class for our students. However, we are unable to have more than one hybrid class at any given time. Chromebooks were provided to any student that needed one to attend hybrid or classes.

Our challenges for FY 21/22 centered around retention of both instructors and students. Economic disparity in salary and working conditions for instructors was the main reason for instructors leaving or limiting their classes to only virtual. This had a ripple effect with student retention being negatively impacted. As the FY progressed, the number of classes being offered decreased both from lack of student interest and instructor availability. Referring to Figure 7, it should be noted that evening and weekend classes were discontinued, with the exception of Tuesday night's virtual grammar class. Lower student retention is probably attributed to our reduction in Onboarding activities. Onboarding activities were reduced because of staffing shortages. Once again, supporting lower retention in students and their success or HSE completion is linked to an understaffed program.

With challenges comes the opportunity to plan for future improvements. Our Applied STEM magnet track, offers students an opportunity to explore the field of aviation as a potential career and apply concepts discussed in math, science and social studies classes. Instructors meet weekly with each other to plan lessons that complement each other. Applied STEM students work in small groups with a certified aviation instructor to work on real-world scenarios. With the scenarios, students improve their digital literacy skills by using resources to develop and test hypotheses. In addition to offering Applied STEM we are adjusting our distance learning and digital equity by providing access to digital resources such as chromebooks and online learning systems such as ReadWorks.com, Learning Upgrade and NRP Online Learning platforms.

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.**

CCRI has informal partnerships with other departments within LCC and is now part of a larger institutional organization. Near the end of FY 21/22 there was a shift in program oversight from the Vice-President of Academics to the Director of Academic and Career Planning. This realignment creates a mutually beneficial working strategy to better streamline CCRI students directly into credit bearing classes that can lead to certificates and degrees from LCC. We are working towards launching a new onboarding process that includes admission to LCC as a non-

degree seeking student, coaching on future academic/career planning with the help of student success specialists, obtaining an LCC email account and a student ID card.

The Raton Center for Community Intervention is another informal partner with CCRI that continues to grow. The center provides local community members with career counseling and social/emotional coaching and support. CCRI provides virtual learning opportunities at the center and others within the community remotely. With increased interest in the services offered at the center, we are looking to replace our retired instructor with someone who can enhance in-person learning and provide another virtual instructor to CCRI.

CCRI actively works with agencies and organizations within the Las Vegas community to address the needs of often marginalized individuals. The NM Department of Vocational Rehabilitation (DVR) and Juvenile Probation and Parole - CYFD often make referrals to CCRI on behalf of their clients. CCRI is also involved in the Juvenile Justice Continuum Board. As a member of the board, our services are brought to the attention of our service to people who are directly involved in the justice system.

HELPM and the NM Workforce Connection staff routinely came to the LCC main campus to provide information to students. Now that CCRI is working with the Director of Academic and Career Planning and Student Success Specialists a model of a One-Stop Career Center can be created on campus. This is another way to include CCRI students into mainstream campus life.

Section II. Core Indicators of Performance 2021-2022

Please enter the following information regarding core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	20.83%
Credential Attainment Rate	20.4%	8.33%
Employment (Second Quarter After Exit)	25%	33.33%
Employment (Fourth Quarter After Exit)	35.3%	8.7%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$1267.51

Section III. Evaluation of Program Effectiveness

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

The CCRI program performance fell below the negotiated target levels negotiated with OCTAE. As a program we were prepared and adjusted to the changing environment due to the pandemic. However, our exceedingly low Measurable Skill Gains (MSG) value is attributed to the disruption caused by the Hermit's Peak/Calf Canyon fires. The fires impacted the program because the LCC main campus was completely closed or partially closed from late April through mid-June, creating significant disruption in the personal lives of both students and staff. The session ended earlier than planned and students were unable to complete post-assessment.

Six students were scheduled to complete their HSE before May 14, 2022. Only half had the resources- computer, internet, secure environment required to complete the testing process according to ProctorU. The other HSE ready students planned to use office space provided on campus. Approximately 10 other students were preparing to complete a Post-Assessment to determine their MSG when mandatory evacuations were ordered for parts of Las Vegas, including the main campus and surrounding areas. It was difficult to track students for welfare checks, let alone schedule a remote assessment.

Our outcomes related to credentials, employment, earnings were negatively impacted due to insufficient student demographic information. The program shifted to an online intake form using GoogleForms. For security reasons, students were not asked for their Social Security Number (SS#). Following up with students to obtain their SS# was a program oversight related to our staffing shortage. Without the student's SS#, it was impossible to track student outcomes in LACES. This, in turn, led to underrepresentation of positive outcomes.

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

Barring any extreme ecological or social events, the program has now scheduled a post-assessments week during the last week of each session. Students who are placed at NRS Level 3 or 4 in math are enrolled in 6 hours of instruction per week in the subject. Theoretically, those students should reach 40 hours of instruction by the end of the session and be ready for a post-assessment. Other students are concurrently enrolled in Science, Social Studies and Language Arts. Science and social studies instruction is being considered applied Language Arts. This combination of class offerings increases the instructional time for these students allowing them to accumulate enough instructional time for post assessment in both Reading and Language Arts.

Another plan to improve MSG levels is related to data entry into LACES. In the past, all students' attendance was entered into LACES regardless of how much instruction the student received. This resulted in higher hours of instruction and lower retention rates. For FY 22/23, student attendance data remains a priority. However, students with under 12 hours of attendance will be classified as "prospective students". Once 12 hours of instruction has been completed, students will be reclassified as 'enrolled'. This step will better represent the students we are serving by focusing on the students who are engaged in the learning process.

The program continues to use GoogleForms as the primary tool for student intake, but some students still complete the paper intake form. For students completing the online form, the program is reaching out to obtain SS# for direct data entry into LACES.

3. Consider your performance data from the last and previous program years. What trends do you see?

Over the past 5 years the performance of the program has fluctuated dramatically with respect to the percentage of Measurable Skill Gains, as shown below. FY 19/20 was the best year of the program performance in the recent past. It should be noted that FY 19/20 was the start of the pandemic and although our total enrollment, achievement, and attainment were similar to past years, the total hours of attendance was remarkably less. On average 50 hours of instruction was provided to students in FY 19/20, as compared to FY 21/22 (87 hours/student) as compared to FY 20/21, the trend of performance is improving. We expected to see increasing trends in FY 21/22 in comparison to FY 20/21, we did. However, the significant change we anticipated as a result of abatement of COVID did not materialize in a large part due to the fires and subsequent flooding.

Table 1. Summary of performance data for the past 5 years.

	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22
% MSG	37.84	19.32	30.56	14.9	20.83
Total Enrollment	72	88	72	28	46
Total Hours Attendance	5340	6280	3610	920	4020
Number Who Achieved at least one educational functioning level gain	18	15	16	2	6
Number who attained a Secondary School Diploma or its Equivalent	10	2	6	2	4

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

The program has selected 3 areas to focus efforts on to improve quality and efficacy of services provided. These areas include enrollment, class scheduling and data management. Each focus area is linked to the others. Therefore, improving one can only improve the others.

In previous years, the program was inconsistently enrolling students into the program and subsequently class scheduling. The program made improvements in standardizing the length and number of sessions per year. However, our managed enrollment policy was not enforced. Now the program is enforcing a managed enrollment policy. In order to begin classes at the start of a session students must complete the intake form, TABE pre-assessment, and class schedule with an academic coach. Students that are unable to complete those 3 steps are placed on the waiting list for the next 8-week session. Our goal is to improve student enrollment and retention by adding more value to the learning opportunity.

Managed enrollment has simplified class scheduling. First, students must meet with an academic coach to discuss options before the student selects classes. Classes are offered for shorter periods of time and more frequently. In preparation for College Readiness, classes are 1:15 hours like many LCC classes and there are multiple sections of the same class. Instruction is intensified during the classes and students are provided with additional resources, i.e. Google Classroom and ReadWorks to encourage and improve independent study. Our goal is to improve MSG with less instructional time.

As a program we have been working towards improving data management. This includes more than what is required to maintain compliance. Before the pandemic, all data was primarily in a paper format. Information needed to be entered manually before it could be synthesized. Student schedules could only be found in the student's paper file, rendering it practically impossible to see the big picture of class sizes or expected student participation. Now we are able to track students once they complete the intake form. Processes we track are scheduling the TABE pre-assessment, completing the assessment, completing a class schedule and attending class. Once students begin to complete post-assessment or the HSE equivalency test we will add that to our tracking system. Our goal is to improve access to student progress to allow us to better manage student retention and success.

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.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs	Total FEDERAL FUNDS Expenditure for This Service, Excluding Administrative Costs, for Program Year 2021-2022
Outreach, intake, and orientation information	Career Service	148		
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	131		
Referrals to and coordination of activities with other programs and services.	Career Service	11		
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			
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			
Integrated Education and Training (IET) programs	Training Service			
Grand Totals:				

2. **In addition to the New Mexico State Combined Plan (link provided earlier, in Section I), 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> Aside from the general fact of providing Adult Education services to people with barriers to employment, how is your program specifically working to serve the unique regional needs and priorities identified in the Local Plan?**

Due to COVID, the fires, the flooding, and the water shortage the opportunities to support regional needs beyond subsistence-level support have been limited. However, the program has begun working with various industries to promote interest in skilled jobs. For example, the college is offering free workshops in fire/flooding recovery operations and the aviation industry has provided volunteer guest speakers for our classes.

3. **Describe specific activities and strategies your organization has implemented to partner with the LWDB(s) and your local One Stop staff / operators, including working to promote co-enrollment and braided funding. What's working well? What are your biggest challenges?**

Given the significant area challenges, our local LWDB has not had an opportunity to expand its basic functions into a wide variety of programs with which we can interact. However, we do regularly interact with them via onsite classroom visits and special events. Since the primary interaction of the Northern Region are not on the San Miguel and Mora Counties side of the mountains, interactions geographically limited.

LCC's Academic and Career Planning Student Success Specialists are working more collaboratively with CCRI. The Student Support Specialists participate in all student, including CCRI students, support functions. Some of their functions include coaching in areas of career planning and job placement. Establishing and maintaining relationships with business and industry for the purpose of job development and placement will reduce the redundancy of effort and ensure that the needs of the community are met.

4. **Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. If you do not have an MOU and/or an IFA, please inform us of any efforts or discussions toward MOUs and IFAs in your local area.**

Currently Luna Community College/College & Career Readiness Institute, Adult Education and Northern Area Local Workforce Development Board have a Memorandum of Agreement (MOA) in order to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB). A copy of the MOA is attached. A separate Memorandum of Understanding (MOU) between NALWDB and American Job Centers Partners includes LCC as a partner organization to provide Adult Basic Education. A copy of this MOU is also attached. Due to the disruptive nature of the pandemic, CCRI work with these partners has been limited. The local NMHELP and New Mexico Workforce Connections staff have visited with students to promote an understanding of the resources available. During FY 22/23, CCRI plans to work directly with LCC's Academic and Career Planning Director and Student Success Specialists in a collaborative effort to improve services to students.

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 2021-2022 program year.

- 1. Briefly report on your program's level of engagement and activities related to the third and final year of the state-sponsored "Career Pathway Initiative." Describe how your program continued to develop its career pathways-oriented service delivery model this year as part of its global continuous improvement efforts. Any significant changes or challenges?**

During the final year of the "Career Pathways Initiative" Adult Education Programs in New Mexico had the opportunity to work together around a particular focus area by identifying what they wanted to achieve and working to achieve it, supporting and holding each other accountable. Of the six Technical Assistance/Coaching (TAC) Groups, CCRI chose to focus on 'Contextualized Curriculum' and 'Partnerships'.

Working with instructors, CCRI developed a contextualized curriculum in Applied STEM. Math, Science, Social Studies and Language Arts were linked with the field of Aviation. The curriculum was designed to enhance the learning environment of lower NRS level students. It allowed contextualized instruction several class sessions per week plus an Applied STEM Lab. For students not in the Applied STEM Lab, lower NRS level math students use a variety of contextualized learning approaches to understand fundamental concepts.

The most successful partnership growth was that between CCRI and LCC. Plans are in progress to improve CCRI student inclusiveness within the College. Working with the Administration, Admissions, the Academic Center for Excellence, Academic and Career Planning and Allied Health Sciences and Public Services, many barriers to student success have been recognized. A system is being developed to document the steps to follow in order to facilitate institutional change.

- 2. To what degree is career planning and advising structurally built into your Adult Education program at this point, for the students who want and need it? Be specific.**

Career planning and advising is built into the coaching and class scheduling component of the program. The program is looking to hire an academic coach who will be responsible for working with other staff members to create a system that can document and track student progress. Ideally, these efforts will be incorporated into our improved Onboarding process that will include both asynchronous and synchronous career and educational planning.

Career planning is further explored during Language Arts classes. We are working towards each student creating a digital portfolio. The portfolio will contain cover letters, resumes, and examples of their work. It will be saved as a shared Google document for program records and for future use by the student.

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

N/A

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

CCRI staff are in the early stages of working with LCC's Allied Health Sciences and Safety Department to develop an IET program in the area of Allied Health. LCC was awarded an I-BEST Good Jobs Challenge grant. FY 22/23 is a planning year. The program is looking at other programs within the State for models to adapt to the population in our service area.

Section VI. Curriculum and Instruction

1. **Please describe your program's orientation and onboarding process.**

Orientation and onboarding activities were truncated this year as compared to previous years. This was due primarily to staffing shortages at the start of the academic year. Instead of a dedicated program orientation and onboarding sessions, students were provided program information throughout the first week of classes by staff members.

Recognition of the shortcomings of this approach, efforts are being made to provide a more comprehensive asynchronous process. This approach would provide students with program and institutional knowledge and support along with student success strategies, exploration of career opportunities, and connections with our community partner organizations such as HELPNM, NM Workforce Connections; in addition to LCC's student support services and resources.

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.**

Students were placed into one of four learning cohorts (Figure 7) based on their availability for instruction and expressed interest in completion timelines (Fast Track, Pre-HSE, Evening Learning Circle, and Weekend Edition of Learning). Learning subjects (Reading, Writing, Math, Social Studies, and Science) were left non-specific to focus on the specific needs of each cohort. Also, at the start of the academic year, instructor availability was low and their subject area expertise varied. The intent of 'Fast Track' was to provide 15 hours of instruction/week with a total accumulation of 120 hours of instruction by the end of an 8-week session. In theory it provided both intensity and frequency to support the achievement of substantial learning outcomes and gains. However, the increase of instructional time did not improve MSG as expected. This deviation from expectations could be attributed to our inability to complete post assessment at the end of the year because of the disruption caused by area fires. Pre-HSE students had the potential to obtain 12 hours of instruction per week. However, most students in this cohort did not attend all available classes because of personal scheduling conflicts. Near the end of Session 3, both the Evening Learning Circle and Weekend Edition of Learning were discontinued due to lack of student interest.

The program used FY 21/22 data to develop a new FY 22/23 class schedule to reflect on the lessons learned. During FY 22/23 classes are subject specific, shorter in duration, less frequent, and offered only during the mornings and afternoons Monday through Thursday. However, the program does not rule out the option to add classes if sufficient student interest exists and instructors are available.

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.**

The use of technology and instructional delivery systems continued to improve during the year. Hybrid classes, in person classes and completely virtual classes were incorporated into the schedule to support a diverse student population. The program was able to offer a greater opportunity to synchronized learning. Google Classroom was a platform used to help anchor our instruction in many classes. Using this platform allowed for both formative and summative assessment of student comprehension. Google Classroom use continues to be expanded as we develop additional classes. It also supports asynchronous learning, when students are unable to attend regular synchronous class.

Students also had access to additional resources to support their asynchronous distance learning. Learning Upgrade and Online Learning by New Readers Press and ReadWorks were the program's primary standalone distance learning platform. Student feedback was positive on each of these systems. One observation must be noted and that is the students that attend synchronous classes were the only students to show skill gains. As a result, we are only offering these resources to students who attend synchronous classes. Until there is data to support the success of completely asynchronous learning as part of a structured learning environment such as CCRI, the program will no longer offer completely asynchronous students into the program.

Chromebooks were loaned to students to attend hybrid classes or to support asynchronous distance learning. We will continue to provide this service. The only change to providing chromebooks to students is they must first demonstrate consistent class attendance or another measure of commitment to reaching their stated educational goals. This change is due to a number of chromebooks being borrowed without the student attending synchronous classes regularly or using asynchronous distance learning platforms and failing to return them upon request by program staff.

4. **Describe how your program aligns instruction to the CCRS. Please include information on required curriculum and resources available to support instruction and the implementation of CCRS.**

The program has shifted to a more structured curriculum. New Readers Press and McGraw Hill Education are our primary publishers because they have a series of publications that align to the CCRS. New Readers Press offers a pre-HSE and HSE series of publications in Mathematics, Language Arts, Science and Social Studies in bound softcover books that also mirrors the publisher's Online Learning series. McGraw Hill Education offers a series of College and Career Readiness Workbooks that are the scaffolding for an integrated curriculum across subjects.

During FY 22/23 the program plans to continue integrating the curriculum. A collaborative effort is underway to integrate core subject areas: math, language arts, science and social studies with

an applied STEM lab that focuses on the field of aviation. For instance, instructors meet weekly to discuss current topics in the core subject area. Then collaboratively, the instructors chose key areas to reinforce during the STEM lab. Applied STEM connects to our classrooms much like a college chemistry lab connects to its lecture component. Additionally, the classroom staff looks for ways to connect classroom content to the ongoing projects in Applied STEM. So, our lesson plans are fluid, with constant cross-fertilization between the traditional classroom education, and the more hands-on lab learning, creating an ongoing synergy between theory and application. Take for instance the concepts of rounding numbers, reading charts, and understanding the scientific method. In the classroom setting students learn about these concepts through discussion and practice. These concepts are further reinforced with smaller groups. In the lab, students get to practice concepts by experimentation using a flight simulator. They get to see how rounding of cargo weight up or down can influence takeoff performance. Then using this data, they collected develop a hypothesis and report their findings back to the larger group of classroom students. Our goal here is to increase student involvement in learning, improve level gains and improve student retention.

5. **How do you incorporate the essential components of reading instruction into your program?**

By using ReadWork.com the program has been able to increase student engagement in reading by providing appropriate reading level material in a variety of subject matters. Instructors are able to evaluate a student's ability and interest and choose short reading assignments that relate to content areas such as science and social studies. Lower level reading instruction focuses on alphabetic and phonic. As reading skills improve instruction shifts to reading accuracy, rate and prosody; then to vocabulary and comprehension at increasing skill levels to match the students educational need. The importance of recognizing students' strengths and challenges in reading cannot be understated because with focused instruction reading skills improve.

6. **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.**

As a program manager, I measure each aspect of the program against its contribution to student success. This philosophy is innate, but truly formed with my involvement in the NMHED AE's C3 Initiative as an AE instructor. The year-long training was the foundation, with much of it founded in **Training from the Back of the Room!** written by Sharon L. Brown and the principles of "Brain-based Learning". All of the program staff recognize the potential significance of program success and completion to our students' lives. Whether it is a curriculum decision or a scheduling decision or a personnel decision, we consider its impact on the students' ability to persist and achieve.

As a leader, I make every effort to manage my team as a coach, providing them with the resources and training they need and requiring them to give their best and keep the team goal- student success. The NMDELT course I completed, "Motivational Coaching for Adult Education" continues to support my efforts.

With our population and the disasters in the community, flexibility is a requirement. Whether it is a last-minute change in instructional modality or the need to find materials or appropriate resources because our resources were still on an evacuated campus, our program must adjust. We are a vital program for our students and our community.

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

For this section, if the program received IELCE funding for 2020-2021, 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: **N/A**
2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
3. 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.
4. 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.
5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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 2021-2022, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: **N/A**
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

X. 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 from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs. **N/A**
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. **N/A**

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
		N/A

4. Please indicate FY 2021-2022 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
		N/A

5. Please indicate FY 2021-2022 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
		N/A

6. Please indicate the total fair market value of donated supplies and materials. **N/A**
(e.g., books)
7. Please indicate the total fair market value of donated equipment. **N/A**
8. Please indicate total fair market value of donated IT infrastructure and support. **N/A**

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
1945	\$9.48	\$18438.60

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)



**Annual Program Report
Cover Page**

Program Name:	College & Career Readiness Institute	
Institution or Organization:	Luna Community College	
Address:	366 Luna Drive	
City:	Las Vegas	
County:	San Miguel	
Zip:	87701	
Main Phone:	(800) 588-7232	
Website:	www.luna.edu/abe	
Social Media:		
Workforce Region(s) Served:	Northeast	
New Mexico Counties Served:	San Miguel, Mora, Colfax, Guadalupe	
Submission Date:	September 15, 2022	
Program Director, Manager, or Coordinator Name and Title:	Lisa Bentson, Program Manager	
Contact Information:	Phone(s):	(505) 454-2564
	Email:	lbentson@luna.edu
Alternate Contact Name and Title:	Inca Garduno-Crespin Academic and Career Planning Director	
Contact Information:	Phone(s):	505-454-2502
	Email:	icrespin@luna.edu

Edward A. Martinez
Signature of the Chief Executive Officer or Designee

Sept 17, 2022
DATE

Edward A. Martinez, Ph.D President, Luna Community College

Typed Name and Title:

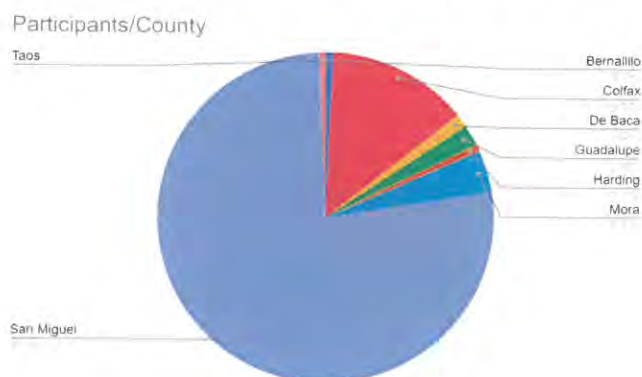
Section I. Program Narrative Report

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.

1. Describe your program briefly. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute. 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 program primarily serves students from rural northeastern New Mexico. During FY 21/22, we served students from 22 communities in Bernalillo, Colfax, DeBaca, Harding, Mora, San Miguel, and Taos counties (Figure 1). However, the majority of students resided in San Miguel County. Hybrid classroom instruction allowed us to reach remote areas and communities normally outside our service area. In the past we maintained face-to-face instruction in Mora, Raton, and Santa Rosa. The switch to only having face-to-face instruction on our main campus in Las Vegas centralized our program operations and allowed for standardization of instruction.

Figure 1. CCRI participants by county and percentage of overall student population.



CCRI primarily used an online intake form to manage student information. The standard paper form provided by NMHED was used as a template for the online form and when prospective students did not have access to email or internet services. Approximately 55 % of the student population identified as male, 45 % identified as female and one student identified as non-binary (Figure 2). With regards to employment, there was close to an even split between employed (full-time or part-time) and unemployed or not in the labor force (Figure 3). Most students entering the program were seeking to obtain their High School Equivalency. Collectively, the group only completed some high school (Figure 4).

Figure 2. Gender Identity of participants during FY 21/22.

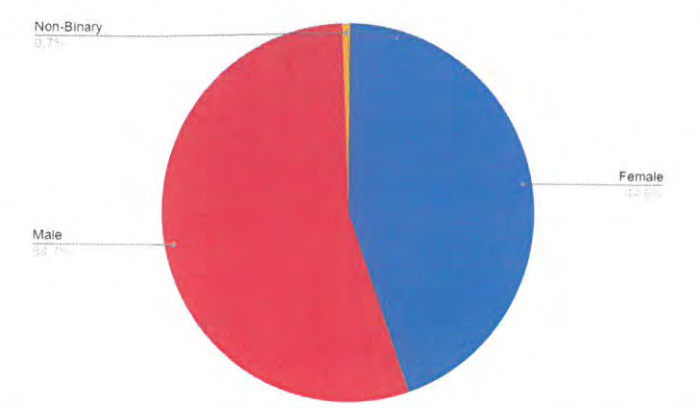


Figure 3. Participant employment status during FY 21/22.

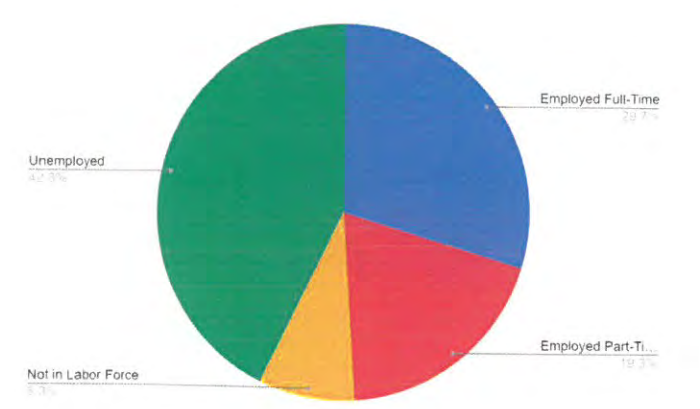
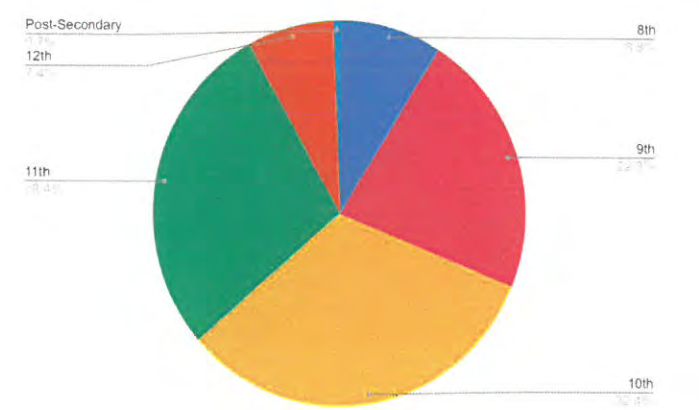


Figure 4. Highest grade level participants completed upon entry into the CCRI during FY 21/22.



Life experiences are often associated with barriers to academic achievement and success. Approximately 20% of participants in FY 21/22 self-disclosed a total of 60 incidents of life experiences that could be a barrier. Figure 5 shows the life experiences disclosed by participants and the number of times the experiences occurred. These experiences are indicative of the challenges faced by participants and allows the program the opportunity to better understand participants and redirect resources to better serve these often-marginalized populations. Along with life experiences, economic challenges are quite common among most participants in FY 21/22 (Figure 6). Many students found it difficult to attend classes while maintaining economic stability.

Figure 5. The occurrence of life experience self-disclosed by participants with CCRI during FY 21/22.

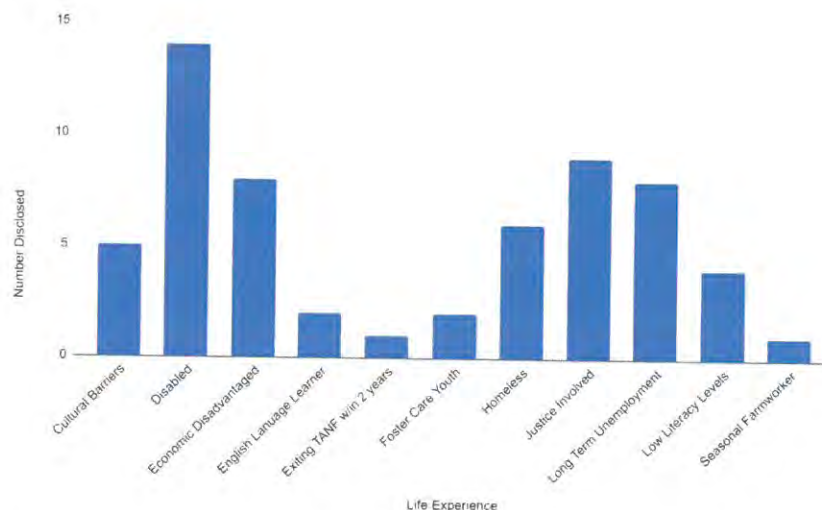
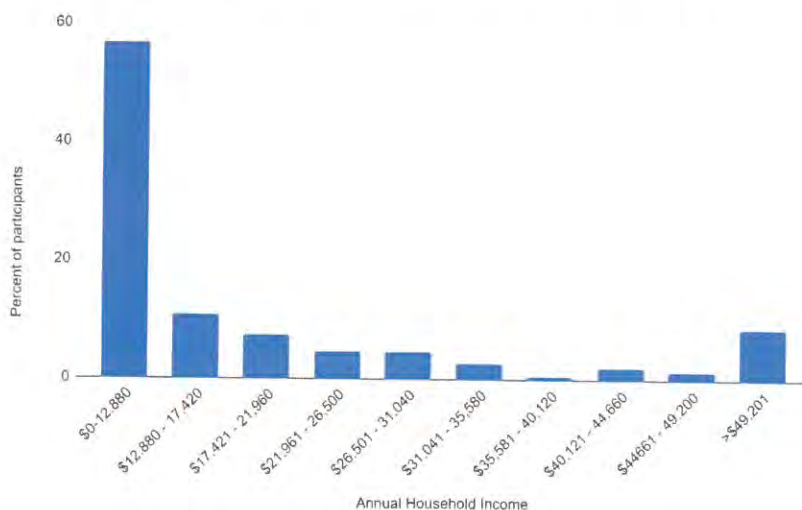


Figure 6. The percent of participants within various annual household income brackets.



2. Highlight any significant changes in staffing, programming, target populations or goals since the last report. If you are a new Director, please consider including a summary of your personal goals and priorities as a leader.

The CCRI was short staffed at the start of the academic year. As a result, the class schedule was very general (Figure 7.) Initially, the primary goal was to provide as much instruction time as possible. The program allowed for freedom in the instructional topics so it could be based on student needs. As the year progressed, temporary part-time staff covered all classes. At that time, instructional topics per day of the week and time of day began to take shape to maximize instructor strength of knowledge.

Figure 7. Class schedule at the start of the academic year.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning: 9 am to noon	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Fast track: HSE prep, and career pathways	Weekend Edition of Learning
Afternoon: 1 to 4 pm	Pre-HSE	Pre-HSE	Pre-HSE	Pre-HSE		
Evening: 5 to 8 pm		Evening Learning Circle	Evening Learning Circle	Evening Learning Circle		

COVID-19 impacted students' ability to attend face-to-face classes. Depending on resources and instructor availability, some classes were strictly face-to-face while others were hybrid during the weekdays. Classes during the evening and Saturday were virtual to protect instructor health and regular full-time student access to instructors.

A partnership with the Center for Community Intervention in Raton, NM was re-established after personnel changes at the center and the retirement of a local instructor. Now, students in Raton and surrounding areas can come to the center and complete TABE assessments and access hybrid classes. When students are adequately prepared to be successful in completing their test the center is an official HiSET testing site. Students in Raton have an advantage over other students in the program in this regard because the center does not charge a sitting fee to administer the test, they do not have to travel great distances to a testing center. The closest testing center to Las Vegas is in Santa Fe, NM.

CCRI is working to improve our services by developing an integrated program, enhancing instructional design and improving reading instruction. Conversations with other LCC departments has led to developing an I-BEST program in Allied Health and Skilled Trades. LCC

was selected as a Good Jobs Challenge awardee. This grant will promote the college and CCRI as a training site for in demand jobs. Along with these new integrated programs, CCRI continues to enhance instructional design by incorporating active learning strategies and developing an applied STEM Lab. Instructors are collaborating with classroom instruction and the applied STEM Lab to improve student learning, success and retention. Although we were unable to completely launch a stand-alone reading success program this year, We utilized training received as part of the STAR Initiative to enhance mid-level reader success. Reading success was also enhanced by using ReadWorks.org, which allows reading assignments to be customized to reading level and student interests.

- 3. How is your program continuing to respond to the changing pandemic landscape? Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How are challenges evolving? What is planned for the fall? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?**

CCRI continues to respond to changing pandemic landscapes at the same time it is addressing the impacts of the Hermit's Peak/Calf Canyon fires. Near the end of 4th session and academic year, when many students were scheduled to complete HSE testing and post-testing assessments, the LCC main campus was evacuated and closed due to impending fire danger. Many CCRI students and staff were also evacuated from their homes. Although the fire danger is over, post-fire flooding, road-closures and municipal water supply shortages continue to linger into the future for an unmeasurable timeframe. Through these trying times CCRI has redirected energy toward infrastructure improvements, instructional environment modifications and using technology to meet the needs of students.

Infrastructure at CCRI needed improvements to allow for student access to direct instruction. At the start of FY 21/22, low cost webcams were purchased and used for virtual and hybrid classrooms. These systems lacked the audio and visual capabilities to provide a seamless learning experience for all students. Now one of our classrooms has been equipped with an integrated portable classroom system. This new system has superior sound and video capabilities and allows all students in the hybrid classroom to interact with each other. The second infrastructural change was in response to the distance HSE test takers needed to travel in order to reach a testing site. CCRI rearranged office space and provided a computer that met the requirements of ProctorU, the third-party proctoring company that allows students to take HSE tests remotely. The last major improvement was the creation of what CCRI staff referred to as the 'DREAM ROOM'. The 'DREAM ROOM' houses our new Redbird Flight Simulator which is used for our Applied STEM Lab. The room also provides an inspirational environment for student assessments, and coaching.

In order to meet the changing needs of our students, CCRI focused on improving the instructional environment. In-person instruction was provided to students that either were disengaged with respect to virtual learning environments or lacked the ability to join classes virtually. When two classes were offered at the same time, one class was hybrid and the other was in-person. Instruction of higher-level math was the most successful hybrid class offered, based on the number of students attending class. In contrast, lower level learners tended to join in-person classes more frequently. Program wide, distance learning opportunities were provided using

Google Classroom, Learning Upgrade, Readworks.org, and NRP Online Learning. It was apparent that strictly asynchronous learners were not utilizing distance learning resources as students enrolled in synchronous classes. Synchronous students tended to use distance learning resources to supplement their class instruction. As a result, this year we are discouraging completely asynchronous learning.

CCRI use of technology has changed for the better as a result of the pandemic. We have shifted from virtual classes using Google Meet to hybrid classes using ZOOM. Currently, we have one ZOOM account for all hybrid classes. That simplifies logging into class for our students. However, we are unable to have more than one hybrid class at any given time. Chromebooks were provided to any student that needed one to attend hybrid or classes.

Our challenges for FY 21/22 centered around retention of both instructors and students. Economic disparity in salary and working conditions for instructors was the main reason for instructors leaving or limiting their classes to only virtual. This had a ripple effect with student retention being negatively impacted. As the FY progressed, the number of classes being offered decreased both from lack of student interest and instructor availability. Referring to Figure 7, it should be noted that evening and weekend classes were discontinued, with the exception of Tuesday night's virtual grammar class. Lower student retention is probably attributed to our reduction in Onboarding activities. Onboarding activities were reduced because of staffing shortages. Once again, supporting lower retention in students and their success or HSE completion is linked to an understaffed program.

With challenges comes the opportunity to plan for future improvements. Our Applied STEM magnet track, offers students an opportunity to explore the field of aviation as a potential career and apply concepts discussed in math, science and social studies classes. Instructors meet weekly with each other to plan lessons that complement each other. Applied STEM students work in small groups with a certified aviation instructor to work on real-world scenarios. With the scenarios, students improve their digital literacy skills by using resources to develop and test hypotheses. In addition to offering Applied STEM we are adjusting our distance learning and digital equity by providing access to digital resources such as chromebooks and online learning systems such as ReadWorks.com, Learning Upgrade and NRP Online Learning platforms.

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.**

CCRI has informal partnerships with other departments within LCC and is now part of a larger institutional organization. Near the end of FY 21/22 there was a shift in program oversight from the Vice-President of Academics to the Director of Academic and Career Planning. This realignment creates a mutually beneficial working strategy to better streamline CCRI students directly into credit bearing classes that can lead to certificates and degrees from LCC. We are working towards launching a new onboarding process that includes admission to LCC as a non-

Adult Education Local Program Annual Report

2021-2022

degree seeking student, coaching on future academic/career planning with the help of student success specialists, obtaining an LCC email account and a student ID card.

The Raton Center for Community Intervention is another informal partner with CCRI that continues to grow. The center provides local community members with career counseling and social/emotional coaching and support. CCRI provides virtual learning opportunities at the center and others within the community remotely. With increased interest in the services offered at the center, we are looking to replace our retired instructor with someone who can enhance in-person learning and provide another virtual instructor to CCRI.

CCRI actively works with agencies and organizations within the Las Vegas community to address the needs of often marginalized individuals. The NM Department of Vocational Rehabilitation (DVR) and Juvenile Probation and Parole - CYFD often make referrals to CCRI on behalf of their clients. CCRI is also involved in the Juvenile Justice Continuum Board. As a member of the board, our services are brought to the attention of our service to people who are directly involved in the justice system.

HELPM and the NM Workforce Connection staff routinely came to the LCC main campus to provide information to students. Now that CCRI is working with the Director of Academic and Career Planning and Student Success Specialists a model of a One-Stop Career Center can be created on campus. This is another way to include CCRI students into mainstream campus life.

Section II. Core Indicators of Performance 2021-2022

Please enter the following information regarding core indicators of performance for your program and use this information for answering the narrative prompts in Section III.

Performance Measure	Negotiated Level of Performance Program Year 2021-2022	Program Performance 2021-2022
Measurable Skill Gain (MSG)	37.1%	20.83%
Credential Attainment Rate	20.4%	8.33%
Employment (Second Quarter After Exit)	25%	33.33%
Employment (Fourth Quarter After Exit)	35.3%	8.7%
Median Earnings (Second Quarter After Exit)	\$3,220.00	\$1267.51

Section III. Evaluation of Program Effectiveness

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

The CCRI program performance fell below the negotiated target levels negotiated with OCTAE. As a program we were prepared and adjusted to the changing environment due to the pandemic. However, our exceedingly low Measurable Skill Gains (MSG) value is attributed to the disruption caused by the Hermit's Peak/Calf Canyon fires. The fires impacted the program because the LCC main campus was completely closed or partially closed from late April through mid-June, creating significant disruption in the personal lives of both students and staff. The session ended earlier than planned and students were unable to complete post-assessment.

Six students were scheduled to complete their HSE before May 14, 2022. Only half had the resources- computer, internet, secure environment required to complete the testing process according to ProctorU. The other HSE ready students planned to use office space provided on campus. Approximately 10 other students were preparing to complete a Post-Assessment to determine their MSG when mandatory evacuations were ordered for parts of Las Vegas, including the main campus and surrounding areas. It was difficult to track students for welfare checks, let alone schedule a remote assessment.

Our outcomes related to credentials, employment, earnings were negatively impacted due to insufficient student demographic information. The program shifted to an online intake form using GoogleForms. For security reasons, students were not asked for their Social Security Number (SS#). Following up with students to obtain their SS# was a program oversight related to our staffing shortage. Without the student's SS#, it was impossible to track student outcomes in LACES. This, in turn, led to underrepresentation of positive outcomes.

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

Barring any extreme ecological or social events, the program has now scheduled a post-assessments week during the last week of each session. Students who are placed at NRS Level 3 or 4 in math are enrolled in 6 hours of instruction per week in the subject. Theoretically, those students should reach 40 hours of instruction by the end of the session and be ready for a post-assessment. Other students are concurrently enrolled in Science, Social Studies and Language Arts. Science and social studies instruction is being considered applied Language Arts. This combination of class offerings increases the instructional time for these students allowing them to accumulate enough instructional time for post assessment in both Reading and Language Arts.

Another plan to improve MSG levels is related to data entry into LACES. In the past, all students' attendance was entered into LACES regardless of how much instruction the student received. This resulted in higher hours of instruction and lower retention rates. For FY 22/23, student attendance data remains a priority. However, students with under 12 hours of attendance will be classified as "prospective students". Once 12 hours of instruction has been completed, students will be reclassified as 'enrolled'. This step will better represent the students we are serving by focusing on the students who are engaged in the learning process.

The program continues to use GoogleForms as the primary tool for student intake, but some students still complete the paper intake form. For students completing the online form, the program is reaching out to obtain SS# for direct data entry into LACES.

3. Consider your performance data from the last and previous program years. What trends do you see?

Over the past 5 years the performance of the program has fluctuated dramatically with respect to the percentage of Measurable Skill Gains, as shown below. FY 19/20 was the best year of the program performance in the recent past. It should be noted that FY 19/20 was the start of the pandemic and although our total enrollment, achievement, and attainment were similar to past years, the total hours of attendance was remarkably less. On average 50 hours of instruction was provided to students in FY 19/20, as compared to FY 21/22 (87 hours/student) as compared to FY 20/21, the trend of performance is improving. We expected to see increasing trends in FY 21/22 in comparison to FY 20/21, we did. However, the significant change we anticipated as a result of abatement of COVID did not materialize in a large part due to the fires and subsequent flooding.

Table 1. Summary of performance data for the past 5 years.

	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22
% MSG	37.84	19.32	30.56	14.9	20.83
Total Enrollment	72	88	72	28	46
Total Hours Attendance	5340	6280	3610	920	4020
Number Who Achieved at least one educational functioning level gain	18	15	16	2	6
Number who attained a Secondary School Diploma or its Equivalent	10	2	6	2	4

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

The program has selected 3 areas to focus efforts on to improve quality and efficacy of services provided. These areas include enrollment, class scheduling and data management. Each focus area is linked to the others. Therefore, improving one can only improve the others.

In previous years, the program was inconsistently enrolling students into the program and subsequently class scheduling. The program made improvements in standardizing the length and number of sessions per year. However, our managed enrollment policy was not enforced. Now the program is enforcing a managed enrollment policy. In order to begin classes at the start of a session students must complete the intake form, TABE pre-assessment, and class schedule with an academic coach. Students that are unable to complete those 3 steps are placed on the waiting list for the next 8-week session. Our goal is to improve student enrollment and retention by adding more value to the learning opportunity.

Managed enrollment has simplified class scheduling. First, students must meet with an academic coach to discuss options before the student selects classes. Classes are offered for shorter periods of time and more frequently. In preparation for College Readiness, classes are 1:15 hours like many LCC classes and there are multiple sections of the same class. Instruction is intensified during the classes and students are provided with additional resources, i.e. Google Classroom and ReadWorks to encourage and improve independent study. Our goal is to improve MSG with less instructional time.

As a program we have been working towards improving data management. This includes more than what is required to maintain compliance. Before the pandemic, all data was primarily in a paper format. Information needed to be entered manually before it could be synthesized. Student schedules could only be found in the student's paper file, rendering it practically impossible to see the big picture of class sizes or expected student participation. Now we are able to track students once they complete the intake form. Processes we track are scheduling the TABE pre-assessment, completing the assessment, completing a class schedule and attending class. Once students begin to complete post-assessment or the HSE equivalency test we will add that to our tracking system. Our goal is to improve access to student progress to allow us to better manage student retention and success.

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.*

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs	Total FEDERAL FUNDS Expenditure for This Service, Excluding Administrative Costs, for Program Year 2021-2022
Outreach, intake, and orientation information	Career Service	148		
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	131		
Referrals to and coordination of activities with other programs and services.	Career Service	11		
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			
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			
Integrated Education and Training (IET) programs	Training Service			
Grand Totals:				

2. **In addition to the New Mexico State Combined Plan (link provided earlier, in Section I), 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> Aside from the general fact of providing Adult Education services to people with barriers to employment, how is your program specifically working to serve the unique regional needs and priorities identified in the Local Plan?**

Due to COVID, the fires, the flooding, and the water shortage the opportunities to support regional needs beyond subsistence-level support have been limited. However, the program has begun working with various industries to promote interest in skilled jobs. For example, the college is offering free workshops in fire/flooding recovery operations and the aviation industry has provided volunteer guest speakers for our classes.

3. **Describe specific activities and strategies your organization has implemented to partner with the LWDB(s) and your local One Stop staff / operators, including working to promote co-enrollment and braided funding. What's working well? What are your biggest challenges?**

Given the significant area challenges, our local LWDB has not had an opportunity to expand its basic functions into a wide variety of programs with which we can interact. However, we do regularly interact with them via onsite classroom visits and special events. Since the primary interaction of the Northern Region are not on the San Miguel and Mora Counties side of the mountains, interactions geographically limited.

LCC's Academic and Career Planning Student Success Specialists are working more collaboratively with CCRI. The Student Support Specialists participate in all student, including CCRI students, support functions. Some of their functions include coaching in areas of career planning and job placement. Establishing and maintaining relationships with business and industry for the purpose of job development and placement will reduce the redundancy of effort and ensure that the needs of the community are met.

4. **Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. If you do not have an MOU and/or an IFA, please inform us of any efforts or discussions toward MOUs and IFAs in your local area.**

Currently Luna Community College/College & Career Readiness Institute, Adult Education and Northern Area Local Workforce Development Board have a Memorandum of Agreement (MOA) in order to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB). A copy of the MOA is attached. A separate Memorandum of Understanding (MOU) between NALWDB and American Job Centers Partners includes LCC as a partner organization to provide Adult Basic Education. A copy of this MOU is also attached. Due to the disruptive nature of the pandemic, CCRI work with these partners has been limited. The local NMHELP and New Mexico Workforce Connections staff have visited with students to promote an understanding of the resources available. During FY 22/23, CCRI plans to work directly with LCC's Academic and Career Planning Director and Student Success Specialists in a collaborative effort to improve services to students.

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 2021-2022 program year.

- 1. Briefly report on your program's level of engagement and activities related to the third and final year of the state-sponsored "Career Pathway Initiative." Describe how your program continued to develop its career pathways-oriented service delivery model this year as part of its global continuous improvement efforts. Any significant changes or challenges?**

During the final year of the "Career Pathways Initiative" Adult Education Programs in New Mexico had the opportunity to work together around a particular focus area by identifying what they wanted to achieve and working to achieve it, supporting and holding each other accountable. Of the six Technical Assistance/Coaching (TAC) Groups, CCRI chose to focus on 'Contextualized Curriculum' and 'Partnerships'.

Working with instructors, CCRI developed a contextualized curriculum in Applied STEM. Math, Science, Social Studies and Language Arts were linked with the field of Aviation. The curriculum was designed to enhance the learning environment of lower NRS level students. It allowed contextualized instruction several class sessions per week plus an Applied STEM Lab. For students not in the Applied STEM Lab, lower NRS level math students use a variety of contextualized learning approaches to understand fundamental concepts.

The most successful partnership growth was that between CCRI and LCC. Plans are in progress to improve CCRI student inclusiveness within the College. Working with the Administration, Admissions, the Academic Center for Excellence, Academic and Career Planning and Allied Health Sciences and Public Services, many barriers to student success have been recognized. A system is being developed to document the steps to follow in order to facilitate institutional change.

- 2. To what degree is career planning and advising structurally built into your Adult Education program at this point, for the students who want and need it? Be specific.**

Career planning and advising is built into the coaching and class scheduling component of the program. The program is looking to hire an academic coach who will be responsible for working with other staff members to create a system that can document and track student progress. Ideally, these efforts will be incorporated into our improved Onboarding process that will include both asynchronous and synchronous career and educational planning.

Career planning is further explored during Language Arts classes. We are working towards each student creating a digital portfolio. The portfolio will contain cover letters, resumes, and examples of their work. It will be saved as a shared Google document for program records and for future use by the student.

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

N/A

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

CCRI staff are in the early stages of working with LCC's Allied Health Sciences and Safety Department to develop an IET program in the area of Allied Health. LCC was awarded an I-BEST Good Jobs Challenge grant. FY 22/23 is a planning year. The program is looking at other programs within the State for models to adapt to the population in our service area.

Section VI. Curriculum and Instruction

1. **Please describe your program's orientation and onboarding process.**

Orientation and onboarding activities were truncated this year as compared to previous years. This was due primarily to staffing shortages at the start of the academic year. Instead of a dedicated program orientation and onboarding sessions, students were provided program information throughout the first week of classes by staff members.

Recognition of the shortcomings of this approach, efforts are being made to provide a more comprehensive asynchronous process. This approach would provide students with program and institutional knowledge and support along with student success strategies, exploration of career opportunities, and connections with our community partner organizations such as HELPNM, NM Workforce Connections; in addition to LCC's student support services and resources.

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.**

Students were placed into one of four learning cohorts (Figure 7) based on their availability for instruction and expressed interest in completion timelines (Fast Track, Pre-HSE, Evening Learning Circle, and Weekend Edition of Learning). Learning subjects (Reading, Writing, Math, Social Studies, and Science) were left non-specific to focus on the specific needs of each cohort. Also, at the start of the academic year, instructor availability was low and their subject area expertise varied. The intent of 'Fast Track' was to provide 15 hours of instruction/week with a total accumulation of 120 hours of instruction by the end of an 8-week session. In theory it provided both intensity and frequency to support the achievement of substantial learning outcomes and gains. However, the increase of instructional time did not improve MSG as expected. This deviation from expectations could be attributed to our inability to complete post assessment at the end of the year because of the disruption caused by area fires. Pre-HSE students had the potential to obtain 12 hours of instruction per week. However, most students in this cohort did not attend all available classes because of personal scheduling conflicts. Near the end of Session 3, both the Evening Learning Circle and Weekend Edition of Learning were discontinued due to lack of student interest.

The program used FY 21/22 data to develop a new FY 22/23 class schedule to reflect on the lessons learned. During FY 22/23 classes are subject specific, shorter in duration, less frequent, and offered only during the mornings and afternoons Monday through Thursday. However, the program does not rule out the option to add classes if sufficient student interest exists and instructors are available.

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.**

The use of technology and instructional delivery systems continued to improve during the year. Hybrid classes, in person classes and completely virtual classes were incorporated into the schedule to support a diverse student population. The program was able to offer a greater opportunity to synchronized learning. Google Classroom was a platform used to help anchor our instruction in many classes. Using this platform allowed for both formative and summative assessment of student comprehension. Google Classroom use continues to be expanded as we develop additional classes. It also supports asynchronous learning, when students are unable to attend regular synchronous class.

Students also had access to additional resources to support their asynchronous distance learning. Learning Upgrade and Online Learning by New Readers Press and ReadWorks were the program's primary standalone distance learning platform. Student feedback was positive on each of these systems. One observation must be noted and that is the students that attend synchronous classes were the only students to show skill gains. As a result, we are only offering these resources to students who attend synchronous classes. Until there is data to support the success of completely asynchronous learning as part of a structured learning environment such as CCRI, the program will no longer offer completely asynchronous students into the program.

Chromebooks were loaned to students to attend hybrid classes or to support asynchronous distance learning. We will continue to provide this service. The only change to providing chromebooks to students is they must first demonstrate consistent class attendance or another measure of commitment to reaching their stated educational goals. This change is due to a number of chromebooks being borrowed without the student attending synchronous classes regularly or using asynchronous distance learning platforms and failing to return them upon request by program staff.

4. **Describe how your program aligns instruction to the CCRS. Please include information on required curriculum and resources available to support instruction and the implementation of CCRS.**

The program has shifted to a more structured curriculum. New Readers Press and McGraw Hill Education are our primary publishers because they have a series of publications that align to the CCRS. New Readers Press offers a pre-HSE and HSE series of publications in Mathematics, Language Arts, Science and Social Studies in bound softcover books that also mirrors the publisher's Online Learning series. McGraw Hill Education offers a series of College and Career Readiness Workbooks that are the scaffolding for an integrated curriculum across subjects.

During FY 22/23 the program plans to continue integrating the curriculum. A collaborative effort is underway to integrate core subject areas: math, language arts, science and social studies with

an applied STEM lab that focuses on the field of aviation. For instance, instructors meet weekly to discuss current topics in the core subject area. Then collaboratively, the instructors chose key areas to reinforce during the STEM lab. Applied STEM connects to our classrooms much like a college chemistry lab connects to its lecture component. Additionally, the classroom staff looks for ways to connect classroom content to the ongoing projects in Applied STEM. So, our lesson plans are fluid, with constant cross-fertilization between the traditional classroom education, and the more hands-on lab learning, creating an ongoing synergy between theory and application. Take for instance the concepts of rounding numbers, reading charts, and understanding the scientific method. In the classroom setting students learn about these concepts through discussion and practice. These concepts are further reinforced with smaller groups. In the lab, students get to practice concepts by experimentation using a flight simulator. They get to see how rounding of cargo weight up or down can influence takeoff performance. Then using this data, they collected develop a hypothesis and report their findings back to the larger group of classroom students. Our goal here is to increase student involvement in learning, improve level gains and improve student retention.

5. How do you incorporate the essential components of reading instruction into your program?

By using ReadWork.com the program has been able to increase student engagement in reading by providing appropriate reading level material in a variety of subject matters. Instructors are able to evaluate a student's ability and interest and choose short reading assignments that relate to content areas such as science and social studies. Lower level reading instruction focuses on alphabetic and phonic. As reading skills improve instruction shifts to reading accuracy, rate and prosody; then to vocabulary and comprehension at increasing skill levels to match the students educational need. The importance of recognizing students' strengths and challenges in reading cannot be understated because with focused instruction reading skills improve.

6. 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.

As a program manager, I measure each aspect of the program against its contribution to student success. This philosophy is innate, but truly formed with my involvement in the NMHED AE's C3 Initiative as an AE instructor. The year-long training was the foundation, with much of it founded in **Training from the Back of the Room!** written by Sharon L. Brown and the principles of "Brain-based Learning". All of the program staff recognize the potential significance of program success and completion to our students' lives. Whether it is a curriculum decision or a scheduling decision or a personnel decision, we consider its impact on the students' ability to persist and achieve.

As a leader, I make every effort to manage my team as a coach, providing them with the resources and training they need and requiring them to give their best and keep the team goal- student success. The NMDELT course I completed, "Motivational Coaching for Adult Education" continues to support my efforts.

With our population and the disasters in the community, flexibility is a requirement. Whether it is a last-minute change in instructional modality or the need to find materials or appropriate resources because our resources were still on an evacuated campus, our program must adjust. We are a vital program for our students and our community.

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

For this section, if the program received IELCE funding for 2020-2021, 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: **N/A**
2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
3. 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.
4. 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.
5. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

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 2021-2022, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: **N/A**
2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.
3. Regarding WIOA Section 225 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

X. 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 from Section IV of the amount of FEDERAL FUNDS used during the 2021-2022 fiscal year to provide Career Services Costs. **N/A**
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. **N/A**

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
		N/A

4. Please indicate FY 2021-2022 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
		N/A

5. Please indicate FY 2021-2022 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
		N/A

6. Please indicate the total fair market value of donated supplies and materials. **N/A**
(e.g., books)

7. Please indicate the total fair market value of donated equipment. **N/A**

8. Please indicate total fair market value of donated IT infrastructure and support. **N/A**

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
1945	\$9.48	\$18438.60

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2021-2022.

Source	Amount
	N/A

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2021-2022 fiscal year. N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
	N/A

CCRI 21-22 Annual Report NRS Tables

NRS Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Select Reporting System: NRS FY 21-22 ▼ Agency: Luna Community College

Enter the number of participants* by educational functioning level, ethnicity/race**, and sex.

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2
ABE Level 2	0	0	0	0	0	0	10	14	0	0	1	0	0	0	25
ABE Level 3	0	0	0	0	1	0	4	5	0	0	0	3	0	0	13
ABE Level 4	0	0	0	0	0	0	2	3	0	0	0	1	0	0	6
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL*** Level 1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	2	0	17	23	0	0	1	4	0	0	47

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

** See definitions for ethnicity/race categories.

Adult Education Local Program Annual Report

2021-2022

NRS Table 2: Participants by Age, Ethnicity, and Sex

Select Reporting System: NRS FY 21-22 Agency: Luna Community College

Enter the number of participants* by age**, ethnicity/race***, and sex.

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	0	0	0	0	0	0	0	13	12	0	0	1	1	0	27
19-24	0	0	0	0	1	0	3	3	3	0	0	0	0	0	7
25-44	0	0	0	0	1	0	1	1	7	0	0	0	3	0	12
45-54	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	2	0	17	23	0	0	1	4	0	0	47

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

**Participants should be classified based on their age at program entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

***See definitions of ethnicity/race categories.

The totals in columns B-O should equal the totals in columns B-O of Table 1. Row totals in column P should equal corresponding column row totals in Table 3.

Ethnicity/Race:

See Table 1

Sex:

See Table 1

OMB Number 1830-0027, Expires 08/31/2017.

NRS Table 2A: Reportable Individuals by Age, Ethnicity, and Sex

Select Reporting System: NRS FY 21-22 ▼ Agency: Luna Community College

Enter the number of reportable individuals* who have completed fewer than 12 contact hours by age**, ethnicity***, and sex

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	
16-18	1	1	0	0	0	0	1	25	8	0	0	3	0	0	39
19-24	0	0	0	0	0	1	0	5	6	0	0	0	1	0	13
25-44	0	1	0	0	0	0	0	8	7	0	0	1	2	0	19
45-54	0	0	0	0	0	0	0	3	0	0	0	0	0	0	3
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	2	0	0	0	1	1	41	21	0	0	4	3	0	74

*Report, on this table, only individuals who have completed fewer than 12 contact hours in a period of participation. A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of an AEFLA program.

** Reportable individuals should be classified based on their age at entry. Reportable individuals entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

*** See definitions of race/ethnic categories and examples that demonstrate how to report them.

Ethnicity/Race: See Table 1

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 21-22 ▼ Agency: Luna Community College

Enter the number of participants* by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**	26	7	12	1	0	0	46
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	1	0	0	0	0	0	1
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	27	7	12	1	0	0	47

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

The total in column H should equal the total in column P of Table 1.

**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).

***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

Adult Education Local Program Annual Report

2021-2022

NRS Table 4

Select Reporting System: NRS FY 21-22 Agency: Luna Community College

Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Participants Achieved at Least One EFL Gain (L)	Total Number of Participants in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of Participants Achieved an MSG Other Than EFL Gain and Secondary School Diploma (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
All Periods of Participation												
First Period of Participation												
Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma (G)												
Total Number of IET or Workplace Literacy Participants Who Achieved an MSG Other Than EFL Gain and Secondary School Diploma (N)												

Adult Education Local Program Annual Report

2021-2022

ABE Level 1	2	0	223.75	1	0	0	1	0	50	2	1	0	0	50
ABE Level 2	25	0	2488.13	3	1	0	21	0	16	26	3	1	0	15.38
ABE Level 3	13	0	803.38	2	2	0	9	0	30.77	14	2	2	0	28.57
ABE Level 4	6	0	509.4	0	1	0	5	0	16.67	6	0	1	0	16.67
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	46	0	4024.66	6	4	0	36	0	21.74	48	6	4	0	20.83
ESL Level 1	1	0	189.95	0	0	0	1	0	0	1	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	1	0	189.95	0	0	0	1	0	0	1	0	0	0	28
Grand Total	47	0	4214.61	6	4	0	37	0	21.28	49	6	4	0	20.41

Adult Education Local Program Annual Report

2021-2022

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System:		NPS FY 21-22		▼		Agency:		Luna Community College	
English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level									
Enter number of participants achieving educational gain at each level.									
Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	1	1	100	0	0	0	0	0	0
ABE Level 2	4	2	50	2	50	0	0	0	0
ABE Level 3	3	2	66.67	2	66.67	0	0	0	0
ABE Level 4	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	8	5	62.5	4	50	0	0	0	0
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0
					29	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	8	5	62.5	4	50	0	0	0	0

Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain during the program year
- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.
- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.
- Calculate Percentages as follows:
 - Column D = Column C/Column B
 - Column F = Column E/Column B
 - Column H = Column G/Column B
 - Column J = Column I/Column B

NRS Table 4B

Select Reporting System: NRS FY 21-22 ▼ Agency: Luna Community College

Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	1	199.25	1	0	0	100
ABE Level 2	6	1739.25	4	2	0	66.67
ABE Level 3	3	105.09	3	0	0	100
ABE Level 4	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0
ABE Total	10	2043.59	8	2	0	80
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0

Adult Education Local Program Annual Report

2021-2022

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ESL Total	0	0	0	0	0	0
Total	10	2043.59	8	2	0	80

Include in this table only participants who are both pre- and post-tested.

- Column B is the number of participants who have received a pretest and posttest.
- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column D + E + F should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: G = Column D / Column B

OMB Number 1830-0027, Expires 08/31/2017.

Adult Education Local Program Annual Report

2021-2022

NRS Table 4C

Select Reporting System: NRS FY 21-22 Agency: Luna Community College

Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Participants Excluded from MSG Performance (C)	Total Attendance Hours for All Participants (D)	Number Who Achieved at Least One EFL Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program Without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total Number of Periods of Participation (K)	All Periods of Participation				
										Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (M)	Total Number of Participants Achieved an MSG Other Than EFL Gain and Secondary Participation with Measurable Skill Gains (N)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary Participation with Measurable Skill Gains (O)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary Participation with Measurable Skill Gains (P)	Total Number of IET or Workplace Literacy Periods of Participation in Which Participants Achieved an MSG Other Than EFL Gain and Secondary Participation with Measurable Skill Gains (Q)

Adult Education Local Program Annual Report

2021-2022

ABE Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 2	2	0	94.03	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0
ABE Level 3	2	0	67.09	1	1	0	0	0	100	2	1	1	0	0	100				
ABE Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	4	0	161.12	1	1	0	2	0	50	4	1	1	0	0	50				
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	4	0	161.12	1	1	0	2	0	50	4	1	1	0	0	50				50

Adult Education Local Program Annual Report

2021-2022

NRS Table 5

Select Reporting System: NRS FY 21-22 Agency: Luna Community College

Primary Indicators of Performance

First Period of Participation

All Periods of Participation

Primary Indicators of Performance	(A)	(B) Number of Participants who Exited	(C) Number of Participants who Exited Achieving Outcome or Median Earnings Value	(D) Percentage of Participants Achieving Outcome	(E)	(F)	(G) Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter after exit *		24	8	33.33	24	8	33.33
Employment Fourth Quarter after exit *		46	4	8.7	46	4	8.7
Median Earnings Second Quarter after exit **		8	1267.51		8	1267.51	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***		0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***		0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****		0	0	0	0	0	0
Attained any credential (unduplicated) *****		0	0	0	0	0	0

Adult Education Local Program Annual Report

2021-2022

NRS Table 5A

Select Reporting System: NRS FY 21-22 Agency: Luna Community College

Primary Indicators of Performance for Participants in Distance Education

Primary Indicators of Performance	All Periods of Participation						
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	5	1	20	5	1	20	0
Median Earnings Second Quarter after exit	0	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	0
Attained any credential (unduplicated) *****	0	0	0	0	0	0	36

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 21-22 ▼ Agency: Luna Community College

Participant Status on Entry into the Program (A)	Number (B)
Employed	17
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	21
Not in the Labor Force	9
TOTAL	47
Highest Degree Level of School Completed*	
No Schooling	0
Grades 1-5	0
Grades 6-8	3
Grades 9-12 (no diploma)	41
Secondary School Diploma or alternate credential	1
Secondary School Equivalent	0
Some Postsecondary education, no degree	0
Postsecondary or professional degree	0
Unknown	0
TOTAL (both US Based and Non-US Based)	47

NRS Table 11

Select Reporting System: NRS FY 21-22 Agency: Luna Community College

Outcome Achievement for Participants in Integrated Education and Training Programs

Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	0	0	0	0	0	0
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	0	0	0	0	0	0
MSG via Secondary or Postsecondary Transcript	0	0	0	0	0	0
MSG via Progress Toward Milestones	0	0	0	0	0	0

Adult Education Local Program Annual Report

2021-2022

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Passing Technical/ Occupational Skills Exam	0	0	0	0	0	0
Employment Second Quarter after exit	2	2	100	2	2	100
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	2	1240		2	1240	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0

Adult Education Local Program Annual Report

2021-2022

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants		Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)		Percentage of Participants in All Periods of Participation Achieving Outcome (G)
		Achieving Outcome or Median Earnings Value (C)	Achieving Outcome (D)			Participation (F)	Participation (G)	
Attained a Postsecondary Credential while enrolled or within one year of exit		0	0	0	0	0	0	0

Instructions for Completing Table 11

Include only IET program participants but exclude participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2, Table A. Also exclude from all indicators, except EFL gains, incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated. All shaded columns will be calculated automatically by OCTAE's data system.

Report any of the following MSG outcomes for each IET participant. Reporting multiple MSG outcomes per participant is permitted.

For reporting MSG via Achievement of at Least One Educational Functioning Level Gain: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of three ways: 1) an EFL gain may be measured by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

For reporting MSG via Attainment of Secondary School Diploma/Recognized Equivalent: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who attained a secondary school diploma or its recognized equivalent.

For reporting MSG via Secondary or Postsecondary Transcript: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.

For reporting MSG via Progress Toward Milestones: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

**MEMORANDUM OF AGREEMENT
And
MEMORANDUM OF UNDERSTANDING**

**MEMORANDUM OF AGREEMENT
BETWEEN
Luna Community College/College & Career Readiness Institute, Adult Education
AND
Northern Area Local Workforce Development Board**

WHEREAS, The Workforce Innovation and Opportunity Act (WIOA) is a complex piece of legislation signed into law in 2014 in an effort to improve coordination among the primary federal programs that support employment services and workforce development, including adult education and vocational rehabilitation programs and activities.

WHEREAS, central to the WIOA legislation is the requirement of enhanced cooperation and alignment among the core programs within the law including: (1) the Adult, Dislocated Worker and Youth formula programs administered by the Department of Labor (DOL) under Title I; (2) the Adult Education and Literacy program administered by the Department of Education (ED) under Title II; (3) the Wagner-Peyser Act employment services program administered by DOL under Title III;

WHEREAS, the overarching goal of WIOA is to meet the pressing need of employers to have an appropriately-skilled talent pool, and to assist the nation's workforce with not only adequate access to jobs, but also the support and skills required to secure and retain those jobs. The workforce development system is designed to prepare the unemployed, underemployed and low-skilled adults for sustainable, meaningful employment.

WHEREAS, WIOA prioritizes serving people who have barriers to employment, including barriers to meaningful careers that provide a family-sustaining wage and the opportunity for advancement. Under both the letter and the spirit of WIOA legislation, all of these entities are required to work together to promote effective services that are mutually supportive, well-coordinated, and appropriately aligned.

WHEREAS, the purpose of this Memorandum of Agreement (MOA) is to build and strengthen a partnership between the Northern Area Local Workforce Board (NALWDB), the Adult Education partners, and the NALWDB's service providers within the Northern Workforce Region of New Mexico.

The development and implementation of a comprehensive workforce system requires teamwork and collaboration between all the partners and the NALWDB.

Identified WIOA partners aim to effectively meet the regional workforce demand and the employment needs of individuals who are unemployed or underemployed and are lacking the education and training needed for gainful employment. The Partners and the NALWDB agree to collaborate to implement an effective integration of workforce services.

In an effort to achieve this shared purpose, all identified partners agree to:

- Collaborate to provide Integrated Education Training (IET) through concurrent enrollment programs that include adult education, post-secondary, and employment services that enable students to reach the goals of:
 - Strengthening basic skills, including English language skills
 - Earning an HSE credential (if lacking one)
 - Completing a postsecondary credential
 - Passing industry certification exams if applicable
 - Obtaining sector employment if applicable
- Support recruitment of the targeted population with marketing, awareness building, and referring individuals.
- Facilitate collecting, sharing, matching data to support for reporting and evaluating effectiveness.
- Ensure representation at collaboration meetings.
- Facilitate the training and cross-training of WIOA partners and stakeholders in the region.
- Foster connections with industry partners to ensure industry support for:
 - Referral of potential participants to workforce training programs
 - Meetings with collaborators and/or funders to offer input and feedback
 - Paid or unpaid internships for IET program graduates. (apprenticeships are a priority in NM)
 - Job placement for program graduates.

A. Luna Community College agrees to:

College & Career Readiness Institute, Adult Education program agrees to:

1. Establish, coordinate, and implement adult education courses in support of career pathways and workforce training preparation, to provide services to eligible participants recruited from all partner agencies.

2. Offer contextualized, standards-based instruction for basic skills.
3. Assess participant academic progress in basic skills, monitor student progress and support, provide tracking and reporting.
4. Provide the instruction and support needed for students to attain their high school equivalency credential, if needed.
5. Provide instruction in English language acquisition in support of successful participation in the workplace, school, and in the community.
6. Plan and facilitate meetings of collaborating partners.
7. Share in the participant recruitment, data collection and reporting efforts.
8. Co-develop, co-plan, and co-evaluate, in partnership with college faculty and workforce staff, workforce training programs in high demand industry sectors.

Luna Community College, executive team agrees to:

1. Provide the administrative support necessary to ensure that IBEST participants succeed.
2. Ensure access to the necessary facilities and instructional technology.
3. Provide the marketing and student services need to support recruitment.

B. The Northern Area Local Workforce Development Board, workforce connections, and Title 1 Service Provider agrees to:

1. Subject to funding availability, eligible adult education students will have priority access to WIOA Title 1 funds and other available funding to support their participation in IET and performance incentive programs. Title 1 service providers:
 - Coordinate orientations scheduled prior to the start of each semester, on-site at partner locations when possible.
 - Work closely with Adult Education partner staff to ensure eligible participants receive training funds and enroll into training program classes.
 - Provide incentives for youth who reach identified academic benchmarks in adult education programs.
 - Case management for participants enrolled in a career pathway or workforce training program.
 - Training assistance and support for participants in finding additional financial resources to pay for career and technical training.

- Coordinate opportunities for participants to interact with local employers via class visits and job fairs on campus, when applicable.

- Support for participants with employment related costs such as certifications, licenses, uniforms, and tools.

Provide Job search support.

2. Support Adult Education students with employability training in areas such as career exploration, professionalism in the workplace, resume development, and interviewing, at one-stop sites and within the classroom setting as appropriate.
3. Enroll adult education participants in workforce online connections system when applicable.
4. Share in the participant recruitment, data collection and reporting efforts.

C. Term of Agreement

This agreement is for the period July 1, 2020 until June 30, 2022 and can be amended or extended to June 30, 2024 if necessary.

D. Records Retention

Per state statute 1.20.3.953 records must be retained for six years after termination of grant and an audit of such records may be requested at any point in time by Luna Community College. A copy of the most current audit report must be submitted no later than January 15th of the following year to LCC's Fiscal office and office of Finance & Administration, 366 Luna Drive; Las Vegas, NM 87701

E. Liability

Neither party shall be responsible for liability incurred as a result of the other party's acts or omissions in connection with this MOA. Any liability incurred in connection with the MOA is subject to the immunities and limitations of the New Mexico Tort Claims Act, Sections 41-4-1 et seq., NMSA 1978 as amended. In the event of either party's breach of this MOA, the other party's sole and exclusive remedy shall be the right to terminate this MOA. In no event shall either party have liability for either incidental or consequential damages resulting from or arising in connection with this Memorandum of Agreement.

F. Termination Notice

Either party may terminate this agreement with 90 days written notice. In case of such termination, all responsibilities incurred prior to such notice of termination pursuant to this agreement shall be carried out.

The undersigned agree that this document represents the agreement between Luna Community College and the Northern Areas Local Workforce Development Board.

Kenneth Patterson, Interim President
Luna Community College

Date

01/07/2021

Lisa Bentson, Program Manager, College & Career Readiness Institute, Adult Education
Luna Community College

Date

Lisa Ortiz, Executive Director
Northern Area Local Workforce Development Board

Date

Joseph Weathers, Board Chair
Northern Area Local Workforce Development Board

Date

Memorandum of Understanding (MOU)
Between
Northern Area Local Workforce Development Board
And
American Job Center Partners

July 1, 2020 - June 30, 2023

DRAFT
Memorandum of Understanding (MOU)

**Between
Northern Area Local Workforce Development Board
And
American Job Center Partners**

LEGAL AUTHORITY

The Workforce Innovation and Opportunity Act (WIOA) sec. 121(c)(1) requires the Local Board, with this agreement of the Chief Elected Officials (CEO's), to develop and enter into a Memorandum of Understanding (MOU) and the One-Stop Partners consistent with WIOA Sec. 121(c)(2) concerning the operation of the one-stop delivery system in a local area. This requirement is further described in the WIOA; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions: Final Rule at 20 CFR 678.500, 34 CFR 361.500 and 34 CFR 463.500 and in Federal guidance.

Additionally, the sharing and allocation of infrastructure costs among one-stop partners is governed by WIOA sec. 121(h), it is implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative requirement, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) ant 2 CFR part 200.

PURPOSE

The primary purpose of this Memorandum of Understanding (MOU) is to create a partnership between the Northern Area Local Workforce Development Board (NALWDB) and the American Job Center Partners (Partners) within the counties of Santa Fe, Taos, Rio Arriba, Los Alamos, Colfax, San Miguel, Mora McKinley, San Juan and Cibola counties.

The development and implementation of a comprehensive workforce system requires teamwork between the Partners and the NALWDB. The Partners and the NALWDB agree to work together to establish shared goals, operating strategies, and procedures for the effective integration of workforce services.

The NALWDB collaborates with a wide variety of individuals, businesses, and organizations. The NALWDB views its mission as guiding a regionally recognized workforce development system that aligns with the economic and educational goals of the State of New Mexico resulting in a qualified workforce available to businesses across counties; our mission directly supports economic business growth. The vision is for a New Mexico where every person maximizes his or her career potential, and businesses have access to the human capital they need to be successful. The collaborative development of this local plan is intended to create a foundational blueprint for local chief elected officials, economic development organizations, state agencies, community organizations, labor unions, local businesses, and WIOA adult and youth service providers to utilize in coordinating services for businesses, job training, and placement activities to meet the diverse, unique needs of both the mostly rural and also urban areas within the NALWDB service delivery area.

SYSTEM STRUCTURE

NALWDB American Job Centers

Within the Northern Region, there are two comprehensive one-stop centers (Santa Fe County and San Juan County), and four affiliate American Job Centers. These centers were established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act. All centers offer WIOA Title I.B Adult, Dislocated Worker, and Youth Services, Title III Wagner-Peyser services, and provide for both staff assisted and self-directed services and access to Unemployment Insurance via the telephone or through the resource center facilities with staff assistance available.

Resources available at each NALWDB American Job Center includes, but are not limited to: computers with internet access, fax and copy machines, online job search and career exploration resources, online filing for Unemployment Insurance benefits, labor market information and literature pertaining to careers, job search, and training. Staff assisted career services are available to customers who require some staff assistance to include job referral, job development, workshops, resume review, and other reemployment services support.

Office hours for all American Job Centers within the Northern Region are Monday through Friday 8:00 AM to 5:00 PM. In addition to the business hours in the centers, customers, including individuals and businesses, can contact the Northern Region American Job Centers by phone at (505) 776-4358, or request assistance at a dedicated website (www.nnmworkforceconnection.com).

NALWDB PARTNERS

Below is also a list of all partners within the Northern Region's American Job Center system pursuant to the Workforce Innovation and Opportunity Act (WIOA) of 2014.

Partner Program	Partner Organization	Authorization / Category
Co-Located Partners at One-Stop America's Job Centers		
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by Title III of WIOA, also providing the state's public labor exchange.

Adult Education Local Program Annual Report

2021-2022

Jobs for Veterans State Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG) authorized under chapter 41 of title 38, U.S.C.
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)
WIOA Adult Dislocated Workers, and Youth Program	Help New Mexico	WIOA title I Adult Dislocated Workers, and Youth Program - WIOA Act of 2014

Partner Program	Partner Organization	Authorization / Category
Partners Not Co-located at One-Stop America's Job Centers		
NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services	State Vocational Rehabilitation (VR) program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by title IV of WIOA
Unemployment Insurance Reemployment Services and Eligibility Assessment	NM Department of Workforce Solutions	Budget Control Act, 2016 WIOA Act of 2014
Temporary Assistance for Needy Families (TANF)	NM Human Services Department.	Temporary Assistance for Needy Families (TANF)

Adult Education Local Program Annual Report**2021-2022**

Title V-Senior Community Services Employment	NM Aging and Long Term Services	Senior Community Service Employment Program (SCSEP), authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)
Senior Community Service Employment Program (SCSEP)	Goodwill Industries of New Mexico	Senior Community Service Employment Program (SCSEP), authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)
Adult Basic Education	Dine College Consortium, Luna Community College, NMSU Grants, Northern New Mexico College, San Juan College, Santa Fe Community College, UNM-Los Alamos, UNM- Gallup, UNM-Taos	WIOA Title II Adult Education and Family Literacy Act (AEFLA) Program. NNMC obligations are described in Appendix A., following the signature page.

TERMS AND CONDITIONS
Services

Partners will make services available as described below, when applicable to the program, consistent with and coordinated via the NALWDB American Job Centers. Additional services may be provided on a case-by-case basis and with the approval of the NALWDB.

Business Services

Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information of services related to Unemployment Insurance taxes and claims	Assist with disability and communication accommodations, including job coaches
Conduct outreach regarding Local workforce system's services and products	Conduct on-site / off-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, incumbent worker contracts, or pay-for-performance contract strategies
Provide access to labor market information	Provide customized recruitment and job applicant screening, assessment, and referral services	Provide employer and industry cluster-driven Occupational Skills Training through Individual Training Accounts with eligible training providers
Assist with the interpretation of labor market information	Conduct and or assist with job fairs and hiring events	Develop customized training opportunities to meet specific employer and/or industry cluster needs
Use of one-stop center facilities for recruiting and interviewing job applicants	Consult on human resources & Business Development issues	Coordinate with employers to develop and implement layoff aversion strategies
Post job vacancies in the state labor exchange system and take and fill job orders	Provide information regarding disability awareness issues	Provide incumbent worker upgrade training through various modalities

Adult Education Local Program Annual Report

2021-2022

Provide information regarding workforce development initiatives and programs	Provide information regarding assistive technology and communication accommodations	Develop, convene, or implement industry or sector partnerships
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Job Seeker Services

<i>Basic Career Services</i>	<i>Individualized Career Services</i>	<i>Training</i>
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group career counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector

Adult Education Local Program Annual Report

2021-2022

Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and placement assistance		Skill upgrading and retraining
Information for Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships		Entrepreneurial training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA			Other training services as determined by the workforce partner's governing rules
			Post-employment follow-up services and support

Youth Services

Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential	Alternative secondary school services, or dropout recovery services, as appropriate
Paid and unpaid work experiences that have as a component academic and occupational education, which may include:	Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved
Summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities	
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate
Supportive services	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
Follow-up services for not less than 12 months after the completion of participation, as appropriate	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
Financial literacy education	Entrepreneurial skills training

Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services	Activities that help youth prepare for and transition to postsecondary education and training
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Roles Responsibilities of the Partners

All Parties to this agreement shall comply with:

- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);

- Section 504 of the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;
- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188;
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603);
- all amendments to each; and
- all requirements imposed by the regulations issued pursuant to these acts.

The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

Additionally, all Parties shall:

- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers; and
- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

Chief Elected Official

The CEO's for the NALWDB will:

- In Partnership with the NALWDB and other applicable Partners within the planning region, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by the NALWDB and their Partners, and that incorporates plans for each of the NALWDB local areas in the planning region;
- Approve the NALWDB budget and workforce center cost allocation plan;
- Approve the selection of the one-stop operator following the competitive procurement process; and
- Coordinate with the NALWDB to oversee the operations of the Northern Region's American Job Center network.

Northern Area Labor Workforce Development Board

The Northern Area Labor Workforce Development Board (NALWDB) ensures the workforce-related needs of employers, workers, and job seekers in the Northern Area are met, to the maximum extent possible with available resources.

The NALWDB will:

- In Partnership with the CEO's and other applicable Partners within the Northern Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by NALWDB and their Partners;
- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;
- In cooperation with the Local CEO's design and approve the NALWDB American Job Centers network structure. This includes, but is not limited to:
 - Adequate, sufficient, and accessible one-stop center locations and facilities;
 - Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities);
 - A holistic system of supporting services; and
 - A competitively procured one-stop operator.
- In collaboration with the CEO's, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s);
- Determine the role and day-to-day duties of the one-stop operator;
- Approve annual budget allocations for operation of the American Job Centers network;
- Help the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the NALWDB American Job Centers network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the NALWDB and one-stop operator.

One-Stop Operator

The Northern Area Local Workforce Development Board One-Stop Operations Manager will designate from Partner staff a Site Manager who will act as "functional leaders" for their designated office. As such, they will have the authority to organize and supervise Partner staff, to optimize and streamline service delivery efforts. Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The one-stop operator, through the Center Managers, will at a minimum facilitate daily operations, including but not limited to:

- Manage and coordinate Partner responsibilities, as defined in this MOU;
- Implement board policy;
- Manage hours of operation, including any possible once weekly extended hours of operation;
- Work with Partners to coordinate daily work schedule and ensure sufficient staff availability to ensure service coverage during all work hours;

- Assist the NALWDB in establishing and maintaining the American Job Center network structure. This includes but is not limited to ensuring that State requirements for center certification are met and maintained, ensuring that career services such as the ones outlined in WIOA sec. 134©(2) are available and accessible, ensuring staff are properly trained by their formal leadership organizations and provided technical assistance as needed, ensuring that NALWDB policies are implemented and adhered to;
- Provide guidance and leadership to ensure NALWDB American Job Centers policies and procedures are clearly communicated and followed;
- Provide guidance and leadership to ensure compliance with all Federal regulations related to WIOA, state and local policies are implemented accordingly. Additionally, ensure provisions of the U. S. Department of Labor Statement 29 CFR 38 Implementation of Nondiscrimination and Equal Opportunity are understood and followed.
- Integrate systems and coordinate services for the center and its Partners, placing priority on customer service;
- Integrate Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than program), when permitted by a program's authorizing stature and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts;
- Establish and sustain relationships with NALWDB American Job Centers partners with a focus on creating opportunities to engage in shared planning, visioning, continuous improvement, and program outcomes and evaluation;
- Ongoing identification and development of community partners to engage in workforce systems activities that lead to improvements in community awareness or engagement in workforce development strategies; and enhanced interest in organizations and businesses to use NALWDB American Job Centers services;
- Support the implementation of continuous quality improvement approaches and methodologies to enhance the system effectiveness. Examples include, but are not limited to: adoption of change principles to directly enhance flow of service delivery, improve customer, and staff satisfaction; increased administrative efficiencies or improved funding leverage, youth friendly and youth engaged approaches, and inclusion of individuals with disabilities across all programs;
- Identify and coordinate capacity-building activities to improve the effectiveness and performance of partners working with and within the NALWDB American Job Centers; including youth services and programs for individuals with disabilities;
- Facilitate opportunities for shared learning and training;
- Convene regular meetings of all Partner agencies and organizations to support full engagement and share leadership in the organizing and developing of ongoing activities and processes; including youth services and programs for individuals with disabilities;
- Actively engage in opportunities to share leadership with all partners by creating opportunities to report, present, and share activities, such as through local board and committee meetings, community forums, and other appropriate settings throughout the Northern Area;
- Assure the NALWDB American Job Centers comply with all required customer support and information as required under local, state and federal regulations;

- Collaborate with partners to facilitate and participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the American Job Centers partners;
- Oversee and coordinate partner, program, and NALWDB's American Job Centers network performance, including but not limited to:
 - Providing and/or contributing to reports of center activities, as requested by the NALWDB
 - Providing input to the formal leader (partner program official) on the work performance of staff under the review
 - Identifying and facilitating the timely resolution of complaints, problems, and other issues
 - Collaborating with the NALWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603)
 - Ensuring open communications with the formal leader(s) in order to facilitate efficient and effective center operations
 - Evaluating customer satisfaction data and propose service strategy changes to the NALWDB based on findings
- Manage fiscal responsibilities and records for the center. This includes assisting the NALWDB with cost allocations and the maintenance and reconciliation of one-stop center operation budgets;
- Other duties as outlined by local, state and federal regulations for the One-Stop Operator.

The One-Stop operator will not assist in the development, preparation and submission of Local plans. They cannot manage or assist in future competitive processes for selecting operators or select or terminate one-stop operators, career services providers, or Youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities of the NALWDB. The NALWDB is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

Partners

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement and to pursue acquiring Certified Workforce Development Professional (CWDP) certification for partner staff.

Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the one-stop operator;
- Joint planning, policy development, and system design processes,

- Commitment to the joint mission, vision, goals, strategies, and performance measures;
- The design of assessment, referral, and case management processes,
- The use of data sharing methods, as appropriate;
- Leveraging of resources, including other public agency and non-profit organization services;
- Participation in a continuous improvement process designed to enhance outcomes and increase customer satisfaction; and
- Participation in regularly scheduled Partner and coordination meetings to exchange information in support of the above and promote program and staff integration.

Data Sharing

Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers.

Partners further agree that the collection, use, and disclosure of customers' personally identifiable information (PII) is subject to various requirements set forth in Federal and State privacy laws. Partners acknowledge that the execution of this MOU, by itself, does not function to satisfy these requirements.

All data, including customer PII, collected, used, and disclosed by Partners will be subject to the following:

- Customer PII will be properly secured in accordance with the NALWDB's policies and procedures regarding the safeguarding of PII;
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws;
- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603;
- All personal information contained in Vocational Rehabilitation records must be protected in accordance with the requirements set forth in 34 CFR 361.38;
- Customer data may be shared with other programs, for those programs' purposes, within the NALWDB American Job Centers network only after the informed written consent of the individual has been obtained, where required;
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations; and
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)).
- Release of information/referral forms for WIOA Adult programs (attached)

All one-stop center and Partner staff will be trained in the protection, use, and disclosure requirements governing PII and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

Confidentiality

All Parties expressly agree to abide by all applicable Federal, State, and local laws and regulations regarding confidential information, including PII from educational records, such as but not limited to 20 CFR Part 603, 45 CFR Section 205.50, 20 USC 1232g and 34 CFR part 99, and 34 CFR 361.38, as well as any applicable State and local laws and regulations. In addition, in carrying out their respective responsibilities, each Party shall respect and abide by the confidentiality policies and legal requirements of the other Parties.

Each Party will ensure that the collection and use of any information, systems, or records that contain PII and other personal or confidential information will be limited to purposes that support the programs and activities described in this MOU and will comply with applicable law.

Each Party will ensure that access to software systems and files under its control that contain PII or other personal or confidential information will be limited to authorized staff members who are assigned responsibilities in support of the services and activities described herein and will comply with applicable law. Each Party expressly agrees to take measures to ensure that no PII or other personal or confidential information is accessible by unauthorized individuals.

To the extent that confidential, private, or otherwise protected information needs to be shared amongst the Parties for the Parties' performance of their obligations under this MOU, and to the extent that such sharing is permitted by applicable law, the appropriate data sharing agreements will be created and required confidentiality and ethical certifications will be signed by authorized individuals. With respect to confidential unemployment insurance information, any such data sharing must comply with all of the requirements in 20 CFR Part 603, including but not limited to requirements for an agreement consistent with 20 CFR 603.10, payments of costs, and permissible disclosures.

With respect to the use and disclosure of FERPA-protected customer education records and the PII contained therein, any such data sharing agreement must comply with all of the requirements set forth in 20 U.S.C. § 1232g and 34 CFR Part 99.

With respect to the use and disclosure of personal information contained in VR records, any such data sharing agreement must comply with all of the requirements set forth in 34 CFR 361.38.

Referrals

The primary principle of the referral system is to provide integrated and seamless delivery of services to workers, job seekers, and employers. To facilitate such a system, Partners agree to:

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the NALWDB American Job Centers network;
- Develop materials summarizing their program requirements and making them available for Partners and customers;
- Develop and utilize eligibility determination, assessment, and registration forms / processes;

- Provide substantive referrals – in accordance with the NALWDB Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and
- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

Accessibility

Accessibility to the services provided by the NALWDB American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the NALWDB network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

Physical Accessibility

One-stop centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services are available in a convenient and accessible location, and include adequate parking (including parking clearly marked for individuals with disabilities). Indoor space is designed in an "equal and meaningful" manner providing access for individuals with disabilities.

Virtual Accessibility

The NALWDB will work with all appropriate parties to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.

Partners should either have their own web presence via a website and/or the use of social media and must collaborate with the NALWDB to post content through its website and social media sites.

Communication Accessibility

Communications access, for purposes of this MOU, means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments.

Programmatic Accessibility

All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. Partners must

assure that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues.

All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all NALWDB American Job Centers programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs and assistive listening devices must be available to ensure physical and programmatic accessibility within NALWDB American Job Centers. The NALWDB utilizes the Governor's Commission on Disability for recommendations and assistance to define the best methods and products regarding assistive technology and compliance.

Outreach

The NALWDB and its Partners will develop and implement a strategic outreach plan that will include, at a minimum:

- Specific steps to be taken by each partner;
- An outreach plan to the region's human resources professionals;
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need;
- An outreach and recruitment plan for out-of-school youth;
- Sector strategies and career pathways;
- Connections to registered apprenticeship;
- A plan for messaging to internal audiences;
- An outreach tool kit for Partners;
- Regular use of social media;
- Clear objectives and expected outcomes; and
- Leveraging of any statewide outreach materials relevant to the region.

Dispute Resolution

The following section details the dispute resolution process designed for use by the Partners when unable to successfully reach an agreement necessary to execute the MOU. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a point of resolution. It is the responsibility of the NALWDB Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process:

- All Parties are advised to actively participate in local negotiations in a good faith effort to reach an agreement. Any disputes shall first be attempted to be resolved informally;

- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the NALWDB Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days;
- The NALWDB Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee, which is composed of the Chair of each NALWDB committee – (1) Executive Committee, (2) Workforce Consultation Performance Committee, (3) Youth Committee, (4) Finance Committee, (5) Rules Committee, for a total of five (5) individuals. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present;
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies;
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure;
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties of the MOU; and
- The NALWDB Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution;
- By law, third party disputes will be handled by the Governor's office.

Monitoring

The NALWDB, or its designated staff, officials from the State and Local administrative entities, the U.S. Departments of Labor, Education, and Health and Human Services have the authority to conduct fiscal and programmatic monitoring to ensure that:

- Federal awards are used for authorized purposes in compliance with law regulations, and State policies;
- Those laws, regulations, and policies are enforced properly;
- Performance data are recorded, tracked, and reviewed for quality to ensure accuracy and completeness;
- Outcomes are assessed and analyzed periodically to ensure that performance goals are met;
- Appropriate procedures and internal controls are maintained, and record retention policies are followed; and
- All MOU terms and conditions are fulfilled.

All Parties to this MOU should expect regular fiscal and programmatic monitoring to be conducted by each of the above entities, as appropriate.

Non-Discrimination and Equal Opportunity

All Parties to this MOU certify that they prohibit, and will continue to prohibit, discrimination, and they certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender, gender identification and/or expression, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bona fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.

The Parties specifically agree that they will comply with Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule December 2, 2016), the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the Non-traditional Employment for Women Act of 1991, titles VI and VII of the Civil Rights of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1967, as amended, title IX of the Education Amendments of 1972, as amended, and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR Part 37 and 38.

Indemnification

All Parties to this MOU recognize the Partnership consists of various levels of government, not-for-profit, and for-profit entities. Each party to this agreement shall be responsible for injury to persons or damage to property resulting from negligence on the part of itself, its employees, its agents, or its officers. No Partner assumes any responsibility for any other party, State or non-State, for the consequences of any act or omission of any third party. The Parties acknowledge the NALWDB and the one-stop operator have no responsibility and/or liability for any actions of the one-stop center employees, agents, and/or assignees. Likewise, the Parties have no responsibility and/or liability for any actions of the NALWDB or the one-stop operator.

Severability

If any part of this MOU is found to be null and void or is otherwise stricken, the rest of this MOU shall remain in force.

Drug and Alcohol-Free Workplace

All Parties to this MOU certify they will comply with the Drug-Free Workplace Act of 1988, 41 U.S.C. 702 et seq., and 2 CFR part 182 which require that all organizations receiving grants from any Federal agency maintain a drug-free workplace. The recipient must notify the awarding office if an employee of the recipient is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for suspension or debarment under 2 CFR part 180, as adopted by the U.S. Department of Education at 2 CFR 3485, and the U.S. Department of Labor regulations at 29 CFR part 94.

Certification Regarding Lobbying

All Parties shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. Section 1352), 29 C.F.R. Part 93, and 34 CFR part 82, as well as the requirements in the Uniform Guidance at 2 CFR 200.450. The Parties shall not lobby federal entities using federal funds and will disclose lobbying activities as required by law and regulations.

Debarment and Suspension

All Parties shall comply with the debarment and suspension requirements (E.O. 12549 and 12689) and 2 CFR part 180 and as adopted by the U.S. Department of Labor at 29 CFR part 2998 and by the U.S. Department of Education at 2 CFR 3485.

Priority of Service

All Parties certify that they will adhere to all statutes, regulations, policies, and plans regarding priority of service, including, but not limited to, priority of service for veterans and their eligible spouses, and priority of service for the WIOA title I Adult program, as required by 38 U.S.C. sec. 4215 and its implementing regulations and guidance, and WIOA sec. 134(c)(3)(E) and its implementing regulations and guidance. Partners will target recruitment of special populations that receive a focus for services under WIOA, such as individuals with disabilities, low-income individuals, basic skills deficient youth, and English language learners.

Buy American Provision

Each Party that receives funds made available under title I or II of WIOA or under the Wagner-Peyser Act (29 U.S.C. Section 49, et. seq.) certifies that it will comply with Sections 8301 through 8303 of title 41 of the United States Code (commonly known as the "Buy American Act.") and as referenced in WIOA Section 502 and 20 CFR 683.200(f).

Salary Compensation and Bonus Limitations

Each Party certifies that, when operating grants funded by the U.S. Department of Labor, it complies with TEGL 05-06, Implementing the Salary and Bonus Limitations in Public Law 109-234, TEGL 17-15, Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker and Youth Activities Program Allotments for Program Year (PY) 2016; Final PY 2016 Allotments for the Wagner-Peyser Act Employment Service (ES) Program Allotments; and Workforce Information Grants to States Allotments for PY 2016, Public Laws 114-113 (Division H, title I, Section 105) and 114-223, and WIOA section 194(15)(A), restricting the use of federal grant funds for compensation and bonuses of an individual, whether charged to either direct or indirect, at a rate in excess of the Federal Office of Personnel Management Executive Level II.

Non-Assignment

Except as otherwise indicated herein, no Party may, during the term of this MOU or any renewals or extensions of this MOU, assign or subcontract all or any part of the MOU without prior written consent of all other Parties.

Governing Law

This MOU will be construed, interpreted, and enforced according to the laws of the State of New Mexico. All Parties shall comply with all applicable Federal and State laws and regulations, and Local laws to the extent that they are not in conflict with State or Federal requirements.

Steps to Reach Consensus

1. Notification of Partners

The NALWDB Board Chair (or designee) must notify all Parties in writing that it is necessary to renew and execute the MOU and provide all applicable policies and preceding MOU documents, as applicable.

2. Negotiations

Over the course of the four (4) weeks following the formal kickoff meeting, Partners must submit all relevant documents to the NALWDB Board Chair (or designee) to begin the drafting of the MOU. During this time period, additional formal or informal meetings (informational and negotiation sessions) may take place, so long as they are conducted in an open and transparent manner, with pertinent information provided to all Parties.

3. Draft MOU

Within six (6) weeks of the kickoff meeting, the NALWDB Board Chair (or designee) must email a complete draft of the MOU to all Parties.

4. Review and Comment

Within three (3) weeks of receipt of the draft MOU, all Parties must review and return feedback to the NALWDB Board Chair (or designee). It is advised that each Party also use this time to allow their respective Legal Departments to review the MOU for legal sufficiency. It is the responsibility of the NALWDB Board Chair (or designee) to ensure all American Job Centers Partners to the MOU are aware of the comments and revisions that are needed.

5. Finalized Draft

The NALWDB Board Chair (or designee) must circulate the finalized MOU and secure Partner signatures within four (4) weeks of receipt of feedback. The WIOA MOU will be considered fully executed once all signatories have reviewed and signed, and a signed copy has been returned to all Parties.

If determined that a Partner is unwilling to sign the MOU, then the NALWDB Board Chair (or designee) must ensure that the dispute resolution process is followed.

MOU Modification Process

1. Notification

When a Partner wishes to modify the MOU, the Partner must first provide written notification to all signatories of the existing MOU and outline the proposed modification(s).

2. Discussion/Negotiation

Upon notification, the NALWDB Board Chair (or designee) must ensure that discussions and negotiations related to the proposed modification take place with Partners in a timely manner and as appropriate.

Depending upon the type of modification, this can be accomplished through email communications of all the Parties. If the proposed modification is extensive and is met with opposition, the NALWDB Board Chair (or designee) may call a meeting of the Parties to resolve the issue. Upon agreement of all Parties, a modification will be processed.

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the NALWDB, wherein the new party assumes all of the rights and obligations of the original party. Upon execution, the NALWDB Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

If determined that a Partner is unwilling to agree to the MOU modification, the NALWDB Board Chair (or designee) must ensure that the process in the Dispute Resolution section is followed.

3. Signatures

The NALWDB Board Chair (or designee) must immediately circulate the MOU modification and secure Partner signatures within four (4) weeks. The modified MOU will be considered fully executed once all signatories have reviewed and signed.

The modification may be signed in counterparts, meaning each signatory can sign a separate document as long as the NALWDB Board Chair (or designee) acquires signatures of each party and provides a complete copy of the modification with each party's signature to all the other Parties.

Termination

This MOU will remain in effect until the end date specified in the *Effective Period* section below, unless:

- All Parties mutually agree to terminate this MOU prior to the end date;

- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU;
- WIOA is repealed or superseded by subsequent federal law;
- Local area designation is changed under WIOA; and
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days¹⁵ after receiving written notice from the NALWDB Board Chair (or designee) specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately.

In the event of termination, the Parties to the MOU must convene within thirty (30) days after the breach of the MOU to discuss the formation of the successor MOU. At that time, allocated costs must be addressed.

Any party may request to terminate its inclusion in this MOU by following the modification process identified in the ***Modification Process*** section above.

All Parties agree that this MOU shall be reviewed and renewed not less than once every 3-year period to ensure appropriate funding and delivery of services.

Effective Period

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2023, unless any of the reasons in the Termination section above apply.

One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the NALWDB American Job Center network. The Parties to this MOU agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the Local workforce delivery system at a level that meets the needs of the job seekers and businesses in the local area;
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness);
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs; and
- Ensures that costs are appropriately shared by NALWDB American Job Centers Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received. This requires that all funds are spent solely for allowable purposes in a

manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this one-stop operating budget the master budget that is necessary to maintain the NALWDB American Job Centers network. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA),
- Career services, and
- Shared services.

All costs must be included in the MOU, allocated according to Partners' proportionate use and relative benefits received, and reconciled on a quarterly basis against actual costs incurred and adjusted accordingly. The one-stop operating budget is expected to be transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately.

All Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair.

Authority and Signature

Please note: One completed, signed, and dated **Authority and Signature** page is required for each signatory official.

By signing my name below, I _____, certify that I have read the above information. All of my questions have been discussed and answered satisfactory.

My signature certifies my understanding of the terms outlined herein and agreement with:

The Memorandum of Understanding (MOU) July 1, 2020-June 30, 2023

By signing this document, I also certify that I have the legal authority to bind my agency (outlined below) to the terms of:

The Memorandum of Understanding (MOU) July 1, 2020-June 30, 2023

The Infrastructure Funding Agreement (IFA) PY20/FY21

I understand that the MOU may be executed in counterparts, each being considered an original, and that this MOU expires either:

- In three years,
- Upon amendment, modification, or termination, or
- On June 30, 2023, whichever occurs earlier.

Adult Education Local Program Annual Report

2021-2022

Partner/Agency Name

Authorized Signature

Date

Printed Name and Title

Agency Contact Information

NALWDB Board Chair Signature

Date

Joseph Weathers
NALWDB Chair Printed Name and Title

Northern Area Local Workforce Development Board
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