

**Annual Program Report
Cover Page**

Program Name: Luna Community College and
Institution or Career Readiness Institute
Organization: Luna Community College

Address: **366 Luna Drive**
City: **Las Vegas**
County: **San Miguel**
Zip: **87701**
Main
Phone: **505-454-2555**
Fax: **505-454-2519**
Website: **www.luna.edu**

Fiscal Year: 2019-2020

Submission

Date: September 29, 2020

Program

Director,

Manager, or

Coordinator

Name: Rock Ulibarri/Lisa Bentson

Contact

Information: Phone: **505-454-2531**

Email: **lbentson@luna.edu**

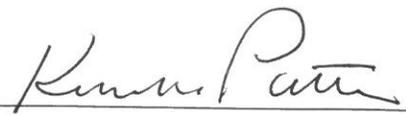
Alternate

Contact Name: Dr. Kenneth Patterson

Contact

Information: Phone: **505-454-2555**

Email: **kpatterson@luna.edu**



Signature of the Chief Executive Officer or Designee

9.29.2020
DATE

Typed Name and Title: Dr. Kenneth Patterson, Interim President

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. Please list your program's three highest priority goals for the 2019-2020 program year. Discuss your program's progress on each of these goals, as well as any additional program year highlights you care to share. If you encountered significant goal-related challenges that were NOT due to the COVID pandemic, please cite them here; pandemic-related program impacts will be addressed separately in question #4 below.

The program goals for the year are aligned with our gap analysis/action plan we developed in our year one C3 initiative, from program year 18-19. The Areas we addressed in our plan included collaboration, marketing, onboarding, advising, competency, programing, and professional development. However, collaboration, marketing, and onboarding were the top three priorities.

A. Collaboration

Student: We regularly engage students in team building activities, project based learning, and professionalism workshops. Much of our 3-day Onboarding process is directed at creating groups and working as a team. Math classes are very project based and team centric. Each new session of math students created and completed interviews and reported data as based on their team's skill level. In the Language Arts classes, students were grouped together based on skill level. They often worked together in groups where they engaged in discussion and collaboration to problem-solve and complete assignments.

A large number of students signed up to learn collaboration and mural painting techniques by participating in the design and painting of a mural depiction cultural diversity in the workplace and potential non-traditional careers . Unfortunately, the implementation of this activity has been postponed.

LCC: CCRI staff at the Las Vegas site worked together on NM CPI. The goal was to implement CPI changes on-site before engaging other sites in the process. COVID actually benefited by instituting weekly Zoom meetings for all site staff members. This is where we recognized each other's strengths and working cohesively as a single program to create a more collaborative work environment.

On campus, we continued to develop relationships with Admissions, ACE (Academic Center for Excellence) for tutoring, and Campus Security. Students enrolled in CCRI are part of the Community College and receive a student ID and Admissions helps them become concurrently enrolled in our program and the college. Our students are recognized in the ACE (Academic Center for Excellence) and receive tutoring in Math and Language Arts: Writing. In past years, our students were stigmatized and given a bad reputation by Campus Security, in particular. This past year, the program and our students have gained the respect of Campus Security and were asked if we could help reduce some of the tension existing among Cosmetology students.

Community: In an effort to develop and strengthen collaborative relationships with external agencies the director met with community agencies such as Rio Grande Counseling, Juvenile Justice Continuum Board, Juvenile Probation, CYFD, San Miguel County Reintegration Center,

Drug Court, and the Behavior Health Institute. It is now common for staff at these agencies to contact us before referring clients to our program. Student internships, workshops and presentations on interviewing for a job were additional collaborative relations established and strengthened between CCRI and SER Jobs for Progress.

B. Marketing:

In order to improve the credibility of the program and reflect what we currently offer, we have changed the program name to Luna Community College: College and Career Readiness Institute (CCRI). We have also begun the design phase of a college and career mural to enhance the culture of our program. Our Language Arts class is now called Reading Writing and Rising Up. The different Math classes are listed as Social Justice by the Numbers, Shapes and Patterns, and Dollars and Sense.

On campus signage and informational bulletin boards were a collaborative effort between students and CCRI staff. A local labor market analysis lead by students resulted in a new bulletin board. Another group of students worked on a 'shout out' board to recognize students that successfully completed their HSE.

Community outreach successfully brought information about our program to outlying areas in northeastern New Mexico. Radio advertisements in Las Vegas and Raton were broadcast before the start of each 8-week session.

C. Onboarding:

The program embraced onboarding efforts to improve student retention and level gains. We shifted from a three-hour process to a three-day orientation incorporating team-building and professionalism workshops. Structured enrollment was essential to ensure all students would participate. Sessions coincided with the LCC semester calendar, with each new session starting every 8-weeks. New and returning students participated in the workshops. Returning student became peer-mentors for new students.

The agenda for onboarding, provided in the Career Pathways Initiative Report, lists a number of workshops and activities. Three workshops were conducted. The first was Time Management and the second was Setting Goals that Matter and utilized the SMART goals model. The final workshop was an exploration of Career Pathways using NM Career Clusters. Some activities of Onboarding include Team Building, and utilizing 'Why I work', an overview of NM Workforce Solutions Website that had students register and create a log-in for future use, presentations by LCC Student Services Advisors on services for students, presentations by LCC Academic Department Directors on College Programs, and a Scavenger Hunt to introduce students to the location and services available at different departments on campus.

2. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program’s goals?

We currently have a solid relationship with our local One-Stop and all WIOA partners. We have fostered these relationships throughout the years and have entered into an MOU with our Title I contractors (attached). We co-enroll an average of 10 students per session. We have co-enrolled approximately 30 with AE, Power Up, and work experience programs.

Adult Education and literacy activities are listed in the MOU as a partner under job seeker services, training and youth services. Each partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities. Partners will further promote system integration, such as, effective communication, information sharing, and collaboration with the one-stop operator. Partners also agree to the use of high-quality, integrated data that is essential to inform decisions made by policy makers, employers, and job seekers.

Partners agree to implement a referral system to provide integrated and seamless delivery of services to workers, job seekers, and employers. Furthermore, the NALWDB and its partners will develop and implement a strategic plan that will include specific steps to be taken by each partner under the outreach section of the MOU.

3. Describe your participation in any statewide initiatives and how that participation has affected your program’s goals. (For example: Justice Initiative, Career Pathways Initiative)

CCRI added key items to the C3 Initiative through the Career Pathways Justice Initiative grant. The two main additions were a Breakthrough Leadership Retreat and the College and Career Mural. AE students have the option to participate in both or either of the two activities. Our first leadership retreat took place the second week of January, prior to orientation and onboarding. The retreat was a 2.5 day offsite character building retreat facilitated by Lifeletics of New Mexico. The inception of the mural was promote awareness of cultural diversity in the workplace and potential non-traditional careers. Students buy-in, respect of the learning environment, and cross cultural acceptance grew out of these efforts.

4. Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.

Approximately 54% of our students were affected directly by COVID. These students were primarily at the Las Vegas site and were enrolled in direct classroom instruction. Before COVID most students were reluctant to utilize online instruction through the use of Edmentum: Plato online learning environment. These students slipped into a ‘snow-day’ mentality, waiting for classes to resume and never fully re-engaged. Regardless of our efforts, daily inspirational ‘Quote of the Day’ emails, text messages or phone calls, only a small portion continued by participating in online learning opportunities.

Raton, Mora and Santa Rosa sites returned to in-person instruction because their student numbers are sufficiently low enough that social distancing is manageable. Many of these student's also lack computers, and internet access therefore direct instruction remains critical for student success at these sites. Attempts are being made to improve their digital literacy while on site in order to provide more resources. Testing is also done onsite.

Restricted access to the LCC campus remain in effect at the Las Vegas site. As a result, all instruction is done remotely through the use of Zoom, Edmentum: Plato online learning environment, Google classroom, Khan Academy, ReadTheory.org and a physical drop box for students to pick up and return assignments. Testing has resumed on the main campus only by appointment.

Section II. Student Data 2019-2020

Please enter the following information regarding student count/hours for:

- your total program
- each satellite site

	Total Program	Site: Las Vegas	Site: Raton	Site: Mora	Site: Santa Rosa
Total count of students with fewer than 12 hours (Table 2A)	61	35	19	0	7
Total count of students with 12 + hours	72	58	8	6	0
Total contact hours for students with 12 + hours	3612				
Average contact hours for students with 12 + hours	50				
Average contact hours for students with 12 + hours experiencing level gains	88	94	59	70	N/A
Count of all HSE graduates with 12 + hours	6	6	0	0	0
Count of HSE en Español graduates with 12 + hours	0				
Post Test Rate ABE (Divide Column B ABE Total of Table 4b by Column B ABE Total of Table 4)	22%				
Post Test Rate ESL (Divide Column B ESL Total of Table 4b by Column B ESL Total of Table 4)	0				
Percent of ABE students with 12+ who separated before achieving MSG (Divide Column G ABE Total on Table 4 by Column B ABE Total on Table 4)	5.5%				
Percent of ESL students with 12+ who separated before achieving MSG (Divide Column G ESL Total on Table 4 by Column B ESL Total on Table 4)	0				
Please indicate your retention rate to 40 hours or more. (# of ABE students with 40+ instructional hours divided by Table 4, Column B ABE Total)	50%	47%	63%	67%	N/A
Please indicate your retention rate to 40 hours or more. (# of ESL students with 40+ instructional hours divided by Table 4, Column B ESL Total)	N/A				
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	16				
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	6				

Adult Education Local Provider Annual Report**2019-2020**

Please provide a list of communities or organizations requesting services or additional service from your program.	Service Requested
Rio Grande Counseling	HSE prep. Info.
Juvenile Justice Continuum Board	HSE prep. Info.
Juvenile Probation	HSE prep. Info.
CYFD	HSE prep. Info., Distance Education, Career Pathways
San Miguel County Reintegration Center	HSE prep. Info.
Drug Court	HSE prep. Info.
Behavior Health Institute	HSE prep. Info.

Section III. Evaluation of Program Effectiveness

In this section please address program performance and demonstrated effectiveness. Look at the data for individual sites, as well as for your program as a whole.

1. What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?

Our program continues to make strides on improving the strategic plan developed as part of the C3 Initiative (2018-2019). Two out of four sites, Las Vegas and Raton, are utilizing the principals of 'blended classrooms'. Through continued professional development and networking among instructors at all four sites, Santa Rosa and Mora were moving toward developing and implementing 'blended learning' environments. The Santa Rosa site just reopened in March (after several years of inactivity) at the start of the COVID crisis and immediately had to transition into a distance learning model. Now that the Santa Rosa site has reopened the transition to a 'blended learning environment' is back underway. The Mora site, primarily serves individuals with little or no access to the internet. However, progress is being made to engage students in digital literacy and has become part of their face-to-face instruction.

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

Our program effectiveness has fluctuated over the past three years (see Table 1). Last year, our effectiveness dropped while we were in transition. This year, the program effectiveness returned to resemble the %MSG as in FY17-18, and the short fall can be attributed to the negative impact of COVID. Many students were ready to take the HSE exam or post-test in March, but were unable to do so as a result of mandatory closures. Additional students from our Raton site completed their HSE, but were not recorded in LACES. Therefore, it can be concluded that our program has maintained its effective.

The strength of the program strongly rests in the advancements in our strategic plan. Onboarding and instructional delivery changes have created an educational environment in which students are engaged in the process, instead of being passive observers. The implemented changes are now part of the cultural expectation and are viewed in a positive light. As shown in Table 1, the number of students that separated before achieving a functional level gain was reduced from 58 to 45 (FY18-19 and FY19-20, respectively).

Our biggest challenge remains marketing and changing the image of Adult Education. The first step was our program 'rebranding'. For years, we were either the GED program or ABE, with students that were considered 'losers' or 'trouble-makers'. Sharing building space with LCC Shared Governance, was transformative. Each week before the COVID crisis, members of Shared Governance came into the building which was largely empty, except for our program. It was the first opportunity for many members to see the transformation of our program first hand. To continue improving our image and legitimacy, our next step is to reintroduce our program to the campus at large with the help of the Public Relations Office and the campus newsletter. The goal is to clarify to the campus community our redefined mission and reduce misinformation.

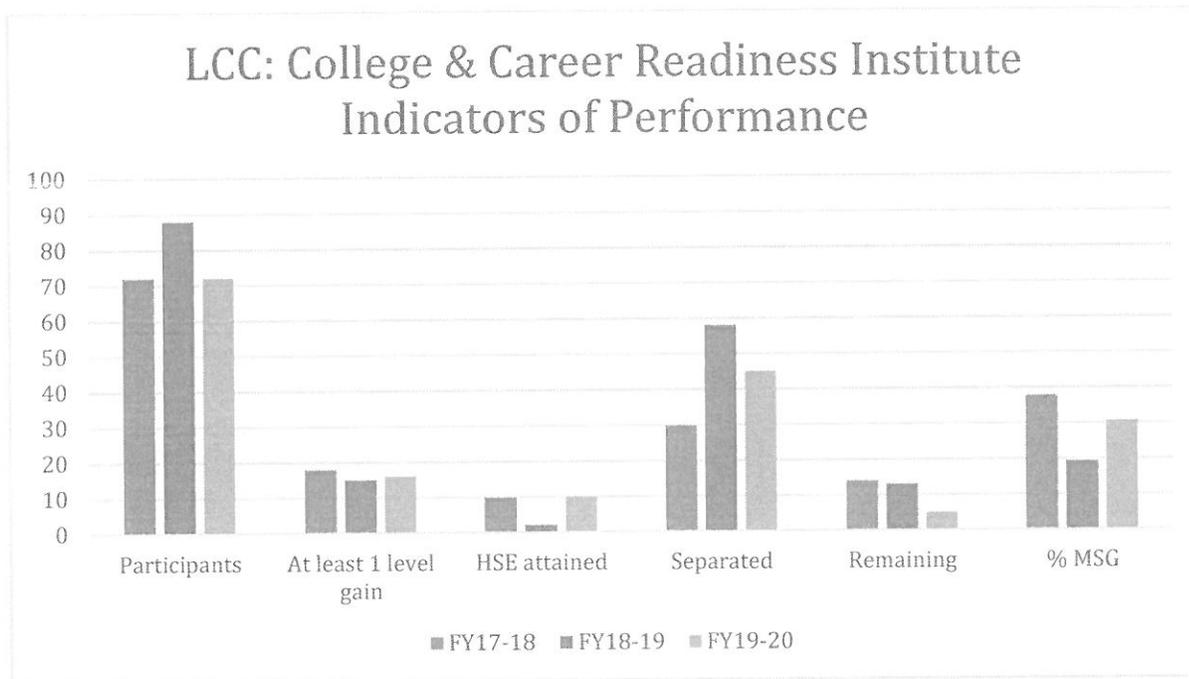


Table 1. Indicators of Performance, including the total number of participants, number of students with at least 1 functional level gain, number of students attaining a HSE (High School Equivalency), the number of students that separated before attaining a level gain, the number of students remaining after attaining a level gain, and the % MSG (Measurable Skill Gain) for the past three fiscal years (19-20, 18-19 and 17-18).

3. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.

Performance indicators show an upward trend in FY19-20. Best practices used adopted, applied and often resisted by students in FY18-19 are now accepted as norm. Continued use of best practices for instruction, including teaching from the back of the room, project-based learning and a collaborative learning environment are expected to maintain the trend. Continued improvement in coaching and advising, based on the training received by instructors during the summer of 2020, should improve student buy-in and further increase performance indicators, in particular the % MSG, number of students obtaining a HSE and the number of students with more than 12 hours of instruction.

4. Describe any program improvement initiatives you plan to pursue that were not already discussed in question #3 above.

Further program improvement initiatives include developing new and strengthening existing collaborations with community partners to increase student numbers and improve outcomes in MSG and transition to college or career training. Regularly scheduled meetings with CYFD, Juvenile Probation, San Miguel County Reintegration Center and Drug court should continue provide under-served justice involved individuals with the support necessary to set and reach

personal goals, both short- and long-term. As students continue to reach their goals, indicators of performance are expected to improve.

5. How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.

The COVID pandemic greatly reduce the program's effectiveness by not being able continuing on-site instruction. Many of our students either lack digital literacy or suffer from a pronounced 'Digital Divide'. Progress made towards improving students' digital literacy through a blended learning environment was abruptly halted. Our program was on break when the closure was announced and students were not prepared to remotely work completely. Most students lack both a device and access to the internet. Though program funds were available to purchase devices for student use, these too were not available for purchase as a result of high demand and a limited supply. If devices were purchased as planned, a seamless transitioning process for students would have been possible, along with their preparedness for testing once testing sites were reopened or remote testing became available.

Secondly, the lack of the ability for students to test had a far greater impact. Interest in our program increased after the pandemic closures. However, those new students were unable pre-test therefore, their online distance learning activities became invalid for attendance. Without the validation of these measures, the total number of student participants in FY19-20 was less or equal to the previous fiscal years. Post-testing for students returning from Spring Break, was then postponed. In most case, only a small fraction completed post testing in June. This resulted in lowering the %MSG to near the same level as FY17-18 (Table 1). The lack of HSE testing sites, drastically reduced the number of students reaching a major step in their individual education plan.

Section IV. WIOA Partner Activities, including Integration with One-Stop Partners

For this section, please describe how the program has provided or supported services in the workplace development, career, employment and training arena.

- 1. Please provide an estimate of FEDERAL FUNDS used during the 2019-2020 fiscal year to support Title I WIOA related activities and services through the One-Stop system.**

\$13,000

- 2. Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico’s Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA.**

A strong relationship with SER Jobs for Progress (SER) was created. The SER youth coordinator maintained office hours every Tuesday on the CCRI main campus site and weekly visits to the Mora and Raton sites. Our co-enrollment has increased significantly with the job experience program. At the end of the 2018/2019 program year, SER and CCRI entered into an agreement for an incentive program named “Power Up”. Power Up was designed to increase retention, incentive level gains, attendance, and completion. Incentives are for eligible youth and are as follows:

- Complete an 8 week session within the attendance policy\$100.00
- Per level gain per subject\$100.00
- Complete a Career Pathway portfolio\$100.00
- Successful completion of HSE\$250.00

- 3. Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.**

CCRI and its WIOA partners have worked together to develop and implement our College and Career Readiness course. We utilized LMI with student led LMI research. The 4Cs lesson plan model was used to organize instruction based on LMI, identified careers, education and skill requirements, and practical application based on student interest and local industry needs. A Speakers Series consisting of professionals, business leaders, and educators was implemented as part of the course. The intent of the series was to provide additional exposure to career and

educational opportunities, employer expectations, and knowledge of educational and professional skills required. Portfolio development via collaboration between instructional staff and Title I (SER Jobs for Progress) helped students with reading and writing skills necessary for creating cover letters, resumes, job applications and Individual Educational and Career Plan (IECPs). The IECPs included goal setting and an action plan to achieve them. Soft skills were integrated in this course to address skills such as values clarification, communication skills, problem-solving, teamwork, emotional intelligence, conflict resolution, and work ethics.

SER Jobs for Progress, in collaboration with CCRI, conducted workshops on resume writing and interview techniques. Enhanced interviewing skills focused on appropriate language, along with professional attire and behavior.

- 4. Include a copy of your program's MOU and IFA with the Local Workforce Board(s) in the area(s) in which you provide service. In the event that the MOU or IFA are not complete, please discuss.**

A copy of our program's MOU with SER is attached.

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 2019-2020 program year.

1. Please attach your original Career Pathways Initiative Action Plan + final Progress and Sustainability Plan to this report.

A copy of our final Career Pathways Initiative report is attached.

2. Describe how your organization's activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)

New and returning students started to create an Individual Education Career and Life Plan during Onboarding. First each student completed an online career interest inventory to identify career clusters. In Language Arts classes, our new Career Pathways class was tested. Students researched career information, requirements and job trends. The pilot template was relatively large, with some irrelevant portions, and students found it difficult to focus. We were only able to complete about a third of the pilot template before COVID. Now as a result of the CPI committee research, we adopted the IECP template recommended by the committee. This new form is streamlined and easier for students to complete. It contains essential information necessary for effective coaching, advising, planning and transitioning to the next level.

Students acquired skills needed to transition to and complete postsecondary education and training programs, and increase self-sufficiency by researching careers and in-class writing assignments of different careers. One Language Arts class assignment was creating a bulletin board utilizing LMI and NM Workforce Solutions website, and listing top careers and top State and local jobs. To complement the language arts project, students in Social Justice by Numbers math class completed a current monthly budget and a 5 year projected budget. Students then created graphs and tables to display their data and this project was added to an individual's portfolio.

Workforce preparation activities included a number of professional development workshops. A teambuilding workshop was titled "We are Stronger and More Successful When We Work Together". A second workshop on Professionalism, "Why does it Matter" focused on soft skills. A third workshop delved into conflict resolution and restorative justice. A final workshop was on "Computer Literacy," where students learned basic word processing skills. The workshop series last for approximately two months with the workshops held every other Tuesday.

Workforce training was offered to students that were interested in exploring different career fields using Edmentum (Plato) Flex Assignments. Some of the academic/career areas chosen by students include: medical terminology, fundamentals of computers, computer programming, keyboard skills and culinary arts. The assignments gave students an insight into potential careers and a jump-start on future academic courses. In addition we use Readtheory.org to provide students with

opportunities to improve literacy skills. It offers a diagnostic of the student's reading level and provides passages based on their skill level, and it also works to move a student up a reading scale as the student demonstrates progress. Both student and instructor can review reports and statistical information to track the student's progress.

3. If your organization is currently in the process of actively developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

We continue to improve our services to populations with barriers to employment. In addition to screening for disabilities and support services, we survey each students' digital literacy, including access to digital devices and the internet. We designed and continue to improve upon a curriculum that emphasizes self-management, employability skills, transitioning to college along with other activities that constitute training within the employment and training services authorized by Title 1-B of WIOA. Unfortunately, we were unable to pilot and implement a project based math course that emphasized contextualized learning of in-demand industries. However, our College and Career Readiness course that emphasizes IET and contextualized learning using LMI was successfully piloted.

4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

We worked with SER Jobs for Progress to offers students work experience (MOU attached). Internships were accepted by 12 students for positions at area federal and private workplaces. These positions provided essential on the job training and has in at least one case led to continued employment. A working relationship with the Las Vegas Chamber of Commerce and Economic Development Corporation began in early 2020 and is currently on hold because of the COVID crisis.

Section VI. College and Career Readiness Standards

For this section, please describe the program's progress toward implementation of adult education college and career readiness standards (CCRS). Of course we understand that your answers to the questions below will necessarily include both pre-and-post pandemic realities. We trust you will capture both and organize your responses in a way that makes most sense to you and adds helpful perspective to information already supplied in earlier sections of this report.

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.

Our program has implemented, many of the Best Practices methods discovered in the C3 Initiative (2018-2019). When creating curriculum, our program instructors utilize the 4C's lesson plan, which lists the CCRS for the lesson at hand. Instruction aligns with CCRS and we use both Project Based Learning and Brain Based Learning strategies to boost learning, retention and focus. A positive tone set at the beginning of each class encouraged students to arrive on time and feel supported in their efforts. Over time students began to share their ideas, work better in groups and express their new found knowledge. Principles of 'teaching from the back of the room' continued to empower students in the learning process. Positive feedback from the instructors and peers gave students a sense of self-efficacy, which led to substantial learning gains.

A Blended Learning environment used Edmentum (Plato) and Readtheory.org online learning systems to supplement/complement in class instruction. Edmentum (Plato) has a number of tools to assess student levels in various HSE subjects, academic subjects and career pathways topics. Instructors have the ability to modify assignments according to student interest, skill level and time on task. Reports generated by Plato give instructors and students valuable insight into student performance, reaching target levels and time on task. Readtheory.org provides students with opportunities to improve literacy skills by offering a diagnostic assessment of the students' reading level and providing passages based on their skill level, as it also works to move a student up a reading scale as the student demonstrates progress. **Scoreboost for TABE** workbooks from New Readers Press were our primary source of traditional instructional materials. These workbooks provided a pre- and post- test of each level and short specifically focused lessons.

We are redirecting resources to increase one-on-one tutoring in reading, especially. Low literacy students greatly need this service to be successful in the adult education portion of the program and be ready for transitioning into college and improving workforce opportunities. In the future, the program plans to recruit local volunteers to strengthen student access to reading tutors and improve our literacy program.

2. Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.

Only 10% of this years' students (6 individuals from the Las Vegas site) were strictly distance learners and the primary system used was Edmentum (Plato). Each site has a computer lab and the Raton site uses their lab as supplement instruction. In addition, Raton students received one-on-one instruction in reading/language arts and mathematics. Instruction was received virtually from the math instructor in Las Vegas, via FaceTime and Zoom. Digital Literacy in rural northern New Mexico is an issue that needs to be improved. Plans are in progress to increase Digital Literacy by helping students' set-up email accounts as a first step. Once students have basic computer skills, they will transition into Google Classroom.

Distance education and the use of technology is always being assessed and modified to improve student performance. Unfortunately, students at our Mora site are at a complete disadvantage, since the community lacks the infrastructure to support online learning outside of the classroom. We continue to explore different avenues to provide technology resources and services to the geographically isolated reaches of our service area.

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

For this section, if the program received IELCE funding for 2019-2020, please describe IELCE activities and services provided by the program so far this fiscal year.

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

1. Please indicate the number of IELCE students (12+) served:

N/A

2. Describe how the local areas in which your organization is located have demonstrated a need for additional English language acquisition programs and civics education programs.
3. Describe how your program has provided Integrated Education and Training (IET) for your IELCE students and how they fulfill the three requirements for an IET program (34 CFR 463)

VIII. Staff and Professional Development

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location
Ulibarri	Rock	Director	Full	Bachelor's	4	NMAEA NM CPI	9/19 1 yr	Albuquerque, NM Online, Albuquerque, NM
Bentson	Lisa	Instructor Data Tech	Full	Master's	5	NMAEA NM CPI	9/19 1 yr	Albuquerque, NM Online, Albuquerque, NM
Armijo	Cindy	Instructor	Part	Master's	2	NM CPI Motivational Coaching COABE	1 yr May- July Mar- June	Online, Albuquerque, NM Online 6-Online Webinars
Romero	Carol	Instructor	Part	Bachelor's	13	NMAEA	9/19	Albuquerque, NM
Hunnicut	Pamela	Instructor	Part	Master's	2	TABE certification	9/19	Online
Melendez	Irene	Instructor	Part	Bachelor's	1			
McIntosh	Alfred	Instructor	Part	Bachelor's	13			

IX. Fiscal Survey

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

1. Please indicate Total hours contributed – Volunteer Tutors

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

2. Please indicate FY 2019-2020 hours contributed – Volunteer Admin (Receptionist/Front Desk)

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

3. Please indicate FY 2019-2020 hours contributed – Board of Directors (Organizational Development)

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

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

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

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

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
4,693.99	\$9.48	\$44,499.03

Alternate option:

Please indicate institution's building renewal and replacement allocation

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2019-2020.

Source	Amount
N/A	

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2019-2020 fiscal year.

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount
N/A	

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2020.

NRS TABLES

Student:

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

Select Reporting System: Agency:

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)	
ABE*** Level 1	0	0	0	0	0	1	5	2	0	0	0	0	0	0	8
ABE Level 2	0	0	0	0	0	1	12	13	0	0	1	1	0	0	28
ABE Level 3	1	0	0	0	0	1	10	13	0	0	2	0	0	0	27
ABE Level 4	0	0	0	0	0	0	1	3	0	0	1	2	0	0	7
ABE Level 5	0	0	0	0	0	0	1	0	0	0	1	0	0	0	2
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	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
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	1	0	0	0	0	3	29	31	0	0	5	3	0	0	72

*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 Provider Annual Report

2019-2020

Student:

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

Select Reporting System: Agency:

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
	Male (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	0	0	0	0	0	0	12	11	0	0	4	3	0	0	30
19-24	1	0	0	0	0	0	9	8	0	0	0	0	0	0	18
25-44	0	0	0	0	0	3	5	9	0	0	0	0	0	0	17
45-54	0	0	0	0	0	0	2	1	0	0	1	0	0	0	4
55-59	0	0	0	0	0	0	1	2	0	0	0	0	0	0	3
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	0	0	0	0	0	29	31	0	0	5	3	0	0	72

*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

Student:

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

Select Reporting System: Agency:

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
	Male (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	0	0	0	0	0	0	6	10	0	0	2	1	0	0	19
19-24	0	0	0	0	0	0	9	7	0	0	0	2	0	0	18
25-44	0	1	0	0	0	0	4	13	0	0	1	1	0	0	20
45-54	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
55-59	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
60+	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	0	1	1	0	0	0	20	32	0	0	3	4	0	0	61

*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

Adult Education Local Provider Annual Report

2019-2020

Student:

NRS Table 3. Participants by Program Type and Age

Select Reporting System: 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**	28	18	17	4	3	0	70
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	2	0	0	0	0	0	2
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	0	0	0	0	0	0	0
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	30	18	17	4	3	0	72

*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 Provider Annual Report

2019-2020

Student:

NRS Table 4

Select Reporting System: NRS FY 19-20

Agency: Luna Community College

Measurable Skill Gains by Entry Level

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

Entering Education Functional Level (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 Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	All Periods of Participation			
									Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which Participants Recognized Equivalent Was Attained (L)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (J)	Total Number of Periods of Participation in Which Participants Recognized Equivalent Was Attained (M)
ABE Level 1	8	0	561	5	0	3	0	62.5	8	5	0	62.5
ABE Level 2	28	0	1843.5	7	1	16	4	28.6	28	7	1	28.6
ABE Level 3	27	0	985	3	4	19	1	25.9	27	3	4	25.9

Adult Education Local Provider Annual Report

2019-2020

ABE Level 4	7	0	194.25	1	1	5	0	28.6	7	1	1	28.6
ABE Level 5	2	0	28.5	0	0	2	0	0	2	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0	0	0	0
ABE Total	72	0	3612.25	16	6	45	5	30.6	72	16	6	30.6
ESL Level 1	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
ESL Level 3	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
ESL Level 5	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
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	72	0	3612.25	16	6	45	5	30.6	72	16	6	30.6

- Use participant's pretest score for the 1st entry of a program year for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these participants should be entered into columns E-G.

Adult Education Local Provider Annual Report

2019-2020

Student:

NRS Table 5

Select Reporting System: NRS FY 19-20 ▼

Agency: Luna Community College

Primary Indicators of Performance

Primary Indicators of Performance	All Periods of Participation						
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
First Period of Participation	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome	Total Number of Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter after exit *	82	31	37.8	82	31	37.8	31
Employment Fourth Quarter after exit *	56	17	30.4	58	18	31	31
Median Earnings Second Quarter after exit **	31	2544.32	31	31	2544.32	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	6	0	0	6	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	6	2	33.3	6	2	33.3	2
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0	0
Attained any credential (unduplicated) *****	6	2	33.3	6	2	33.3	2

Student:

NRS Table 5A

Select Reporting System: NRS FY 19-20

Agency: Luna Community College

Primary Indicators of Performance for Participants in Distance Education

First Period of Participation	All Periods of Participation						
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter after exit	3	1	33.3	3	1	33.3	0
Employment Fourth Quarter after exit	0	0	0	0	0	0	0
Median Earnings Second Quarter after exit	1	2544.32	1	2544.32	1	2544.32	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	0

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 19-20 Agency: Luna Community College

Participant Status on Entry into the Program (A)	Number (B)
Employed	21
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	42
Not in the Labor Force	9
TOTAL	72
Highest Degree Level of School Completed*	
No Schooling	0
Grades 1-5	1
Grades 6-8	10
Grades 9-12 (no diploma)	56
Secondary School Diploma or alternate credential	0
Secondary School Equivalent	0
Some Postsecondary education, no degree	0
Postsecondary or professional degree	0
Unknown	1
TOTAL (both US Based and Non-US Based)	71
Program Type**	
US Based Schooling	0
Non-US Based Schooling	0

Participant Status on Entry into the Program (A)	Number (B)
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	0
Institutional Programs (section 225)	
In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	0

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry* per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.

** Participants counted here must be in a program specifically designed for that purpose.

*** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

Employed: The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

Employed, but Received Notice of Termination of Employment or Military Separation is pending: The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).

Not in the labor force: The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

Unemployed: The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.

Student:

NRS Table 8: Outcomes for Participants in Family Literacy Programs (Optional)

Select Reporting System: Agency:

Primary Indicators of Performance	All Periods of Participation						
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome	
Measurable Skill Gain	0	0	0	0	0	0	0
Employment Second Quarter after exit*	0	0	0	0	0	0	0
Employment Fourth Quarter after exit*	0	0	0	0	0	0	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

Adult Education Local Provider Annual Report

2019-2020

Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
Increased Involvement in Children's Education	0	0	0
Helped more frequently with school	0	0	0
Increased contact with children's teachers		0	0
More involved in children's school activities		0	0
Increased involvement in Children's Literacy Activities		0	0
Reading to children	0	0	0
Visiting library		0	0
Purchasing books or magazines		0	0
Left Public Assistance		0	0

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For reporting measurable skill gains:

Enter in column B the total number of Family Literacy program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational/functional level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

Report in Column B the total number of participants who exited during the program year. Do not exclude participants because of missing Social Security numbers or other missing data.

Student:

NRS Table 9

Select Reporting System: NRS FY 19-20

Agency: Luna Community College

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

Primary Indicators of Performance	All Periods of Participation						
	(A)	(B)	(C)	(D)	(E)	(F)	(G)
	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome	
Measurable Skill Gain	0	0	0	0	0	0	0
Employment Second Quarter after exit	1	0	0	0	1	0	0
Employment Fourth Quarter after exit	2	0	0	0	2	0	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

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome
Achieved Citizenship Skills	0	0	0
Voted or Registered to Vote	0	0	0
Increased Involvement in Community Activities	0	0	0

Instructions for Completing Table 9

Include only participants who are counted as Integrated English Literacy and Civics Education program participants.

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For measurable skill gain: Enter in column B the total number of Integrated English Literacy and Civics Education program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma or recognized equivalent. Enter only one of these achievements, if attained, per participant in column C.

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

Report in Column B the total number of participants who exited during the program year. Do not exclude participants because of missing Social Security numbers or other missing data.

Achievement of one or more of the civics education outcome measures should be counted only once per participant.

Student:

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: Agency: All Periods of Participation

Primary Indicators of Performance	(A)	(B)	(C)	(D)	(E)	(F)	(G)
		Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Measurable Skill Gain	0	0	0	0	0	0	0
Employment Second Quarter after exit	0	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0	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

Instructions for Completing Table 10

Include only correctional education participants under Sec. 225 of WIOA.

Student:

NRS Table 11

Select Reporting System:

NRS FY 19-20

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 Provider Annual Report

2019-2020

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	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	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
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0

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)
Attained a Postsecondary Credential while enrolled or within one year of exit	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.

Student:

NRS Table 12 (beginning Program Year 2010-11): Work-based Project Learners by Age, Ethnicity, and Sex (Optional)

Select Reporting System: Agency:

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races	
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	0	0	0	0	0	0	0	0	0	0	0	0
45-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Student:

NRS Table 14: Local Grantees by Funding Source

Select Reporting System: Agency:

Enter the number of each type of grantee (see attached definitions) directly funded by the State and the amount of Federal and State funding they receive.

Provider Agency * (A)	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub-Recipients (D)	WIOA Funding		State Funding		
				Total (E)	% of Total (F)	Total (G)	% of Total (H)	
Local Educational Agencies								
Public or Private Nonprofit Agency								
Community-based Organizations								
Faith-based Organizations								
Libraries								
Institutions of Higher Education								
Community, Junior or Technical Colleges								
Four-year Colleges or Universities								
Other Institutions								
Other Agencies								
Correctional Institutions								
Other institutions (non-correctional)								
All Other Agencies								
Other								
Fillable field								

Adult Education Local Provider Annual Report

2019-2020

Provider Agency *	WIOA Funding			State Funding		
	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub-Recipients (D)	Total (E)	% of Total (F)	Total (G)

Total

Instructions for Completing Table 14

Note: All shaded columns will be calculated automatically by OCTAE's data system.

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.
- In Column (D), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).)
- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)
- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.
- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G)

* Provider Agency Descriptions for Table 14

Local Educational Agencies are public boards of education or other public authorities legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are public or private non-profit institutions of higher education that primarily offer baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions are prisons, jails, reformatories, work farms, detention centers, or halfway houses, community-based rehabilitation centers, or any other similar institutions designed for the confinement or rehabilitation of criminal offenders.

MOU/IFA Documents

MEMORANDUM OF UNDERSTANDING
BETWEEN
SER-JOBS FOR PROGRESS, INC.
LUNA COMMUNITY COLLEGE – ADULT EDUCATION PROGRAM

The purpose of this Memorandum of Understanding (MOU) is to describe and outline the partnership responsibilities between SER-Jobs for Progress, Inc. (SER), the NALWDB service provider for the Northern Region and UNM-Taos (UNM) in relation to the shared goals of the **Power Up! Initiative** for Program Year 2018 in San Miguel County, New Mexico.

SER and UNM will partner in:

1. Identifying and qualifying New Mexico residents in need of Power Up! and workforce training; and
2. Implementation of Adult Basic Education develop an innovative GED program that incorporates varied learning methods that will tailor teaching methods to individual learning styles.
3. Identifying and obligating New Mexico Workforce Innovation and Opportunity Act (WIOA) funding to provide funds to enable the provision of Program Costs and incentives that will assist in assuring success.

Overview:

During the course of study, participants of the Power Up! Program will develop Math Journals that will be kept by students to address the verbal-linguistic and visual-spatial learner. Students will use these journals to record how they solved math problems, and use art to draw and explain their mathematical problem solving. This method can aid Teachers in seeing how students think and will help students to understand the process of mathematical calculations not only numerically but with words and pictures to reinforce complete learning. Art can be incorporated via projects such as designing buildings, dream homes, logos for future businesses, self-assessment, and future goals in general. Throughout the process, Team teaching will be used to provide the additional support necessary to enable success.

Term One: This MOU shall begin upon signature and is for one year. The MOU may be renewed from year to year, based on WIOA funding availability. This MOU may also be terminated with either party providing a 60-day notice of intent to withdraw from the project.

Term Two: Agency Provisions: In addition to continuing the on-going program planning and review process, LCC will provide the following specific services in support of this project:

1. By March 30, 2020, engage, recruit no more than 60 students for enrollment; and
2. By June 30, 2020, develop and deliver the Power Up! training program; and
3. By June 30, 2020, provide list of graduates for enrollment in further classroom training; and
4. By June 30, 2020, conduct annual pilot program debrief with SER-Jobs for Progress to identify adjustments in curriculum and/or training.

Term Three: Agency Provisions: In addition to participating in the on-going planning and review process of the above-mentioned project, SER will provide the following services in specific support of this project:

1. By October 7, 2019, qualify a minimum of 10 New Mexico residents for enrollment into the Power Up! Program; and
2. Per approved budget, SER will provide for remuneration of the additional costs associated with the administration of the specific components of the Power Up! Program:
 1. Administration of the locally adapted, nationally-known *Integrated and Education Training (IET)* model to our own community context. Teaching essential academic skills of reading, writing, math, and critical thinking in the context of career development, career technical education, and social and emotional learning.
 2. Development of a portfolio, documenting each step along the way. The final product will be provided to SER-JFP and placed in the participant file.
3. By June 30, 2020 provide assistance with workforce preparation such as resume writing assistance, mock interviewing, and referral.
4. By June 30, 2020, provide summary report on Power Up! graduates successfully enrolled in an ITA (Individual Training Account) or OJT (On-the-Job Training) programs.

Term Four: Termination

THE ABOVE IDENTIFIED PARTIES ARE IN AGREEMENT WITH THE TRAINING PLAN AS DESCRIBED HERE WITHIN AND UNDERSTAND THEIR INVOLVEMENT FOR THE PROGRAM DEVELOPMENT AND OPERATION. IT IS UNDERSTOOD BY ALL PARTIES THAT THIS AGREEMENT IS NOT A BINDING CONTRACT BUT A PROCEDURAL DOCUMENT FOR THE DEVELOPMENT AND OPERATION OF THE AGREEMENT DESCRIBED HERE WITHIN. ANY CHANGES TO THIS PLAN MUST BE AGREED TO BY BOTH PARTIES.



 Rock Ulibarri, Adult Ed. Dept.



 Alex Martinez, SER-Jobs for Progress, Inc.

Director

 Title

EXECUTIVE DIRECTOR

 Title

6-11-2019

 Date

6-11-2019

 Date

CONTROL GROUP COSTS - POWER UP! COLLABORATION

(Based on cohort of 50-60 students)

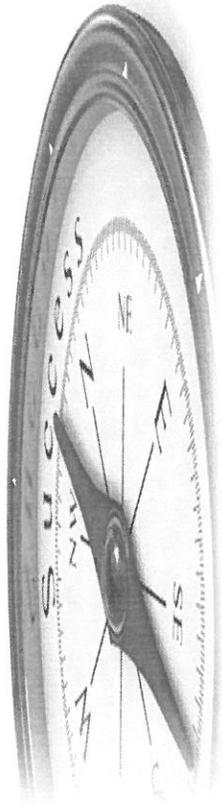
Item	\$\$	Descriptor/Justification
Dedicated Instruction Costs to carry out project Scope of Work (Luna Community College)	\$ 10,584.00	Cost @ \$24 per hour X 12 hrs/wk. = \$288.00 = \$294.00 x 6 = \$1764.00 x 6 sessions
Incentive:	\$\$	Descriptor/Justification
Level Gain	\$ 4,500.00	Expected 80% achievement 1 Level Gain = 3 grade levels based on pre and post testing@ \$100 per student (45)
Portfolio Completion	\$ 3,500.00	Expected completion - Cost @\$100 per student demonstrated with completion of complete portfolio requirements (35)
Completion of full 6 wk session	\$ 4,000.00	Expected 40 completion @ \$100 per student (in compliance with LCC/UNM-Taos Attendance Policy)
Achievement of High School Equivalency Diploma	\$ 6,250.00	Expected 50% achievement @ \$250 per student (25 students)
Total Associated Costs:	\$ 28,834.00	Operation for PY 2019 - July 30, 2019 through June 30, 2020.

CAREER
PATHWAYS
INITIATIVE
REPORT



New Mexico Higher Education Department
Statewide Career Pathways Initiative

Career Pathways Planning System FY20



PURPOSE OF STATEWIDE INITIATIVE:

1. To create and implement a comprehensive Career Pathways Service Delivery Model for Adult Education statewide and to promote the development of innovative, effective, and sustainable career pathways instruction, which may include Integrated Education and Training opportunities for New Mexicans with low literacy levels and other significant barriers to employment, including individuals involved with the criminal justice system.
2. To encourage local Adult Education programs and other education providers serving similar demographics to form productive partnerships with each other, and with other agencies, organizations, businesses, and other entities who are—or might be—meaningfully engaged with providing education, training, support, employment services, and jobs to adults with low literacy levels and other significant barriers to employment, including incarcerated and other justice-involved individuals.

RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT

Adult Education Services:

- Title II of the Workforce Innovation and Opportunity Act (WIOA) defines adult education (AE) to mean academic instruction and education services below the postsecondary level that increases an individual's ability to:

- A. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- B. transition to postsecondary education and training; and
- C. obtain employment.

Career Pathways:

- WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector. Elements of career pathways will:
 - A. align with the skill needs of industries in the economy of the State or regional economy involved;
 - B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
 - C. include advising to support an individual in achieving the individual's education and career goals;
 - D. include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - E. organize education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;
 - F. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and
 - G. help an individual enter or advance within a specific occupation or occupational cluster.

Integrated Education and Training (IET):

- Defined in WIOA Section 203(11) as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Required IET Components as specified in C34 CFR 463.36:
 1. Adult Education and literacy activities as described in 463.30
 2. Workforce preparation activities as described in 463.34, and
 3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

DEFINITION OF JUSTICE-INVOLVED INDIVIDUALS:

- Justice-involved individuals include anyone who is currently or has been involved with the criminal justice system. This includes individuals who are awaiting trial, convicted of a crime, on probation, under home confinement, incarcerated in jail or prison, under community residential supervision, or on parole. (NATIONAL INSTITUTE OF CORRECTIONS)

PURPOSE OF CAREER PATHWAYS PLANNING SYSTEM:

- To ensure New Mexico's adult education programs meet the federal definitions of adult education, career pathways, and integrated education and training; as well as to meet WIOA requirements and the rigor established through the *Career Pathways in Adult Education Training*, programs will prepare and submit a Career Pathways Plan that will be approved by state staff for implementation during the second half of FY20 (January through June 2020) and beyond. This Plan should be viewed and used as a strategic planning document that can be reviewed and revised annually, to assist programs with identifying gaps, assessing needs, developing goals, determining resources, and evaluating progress relevant to comprehensive career pathways services.

Please identify members of the team who developed this plan:

Rock Ulibarri

Cindy Armijo

Lisa Bentson

Please Check: Draft Plan (Due October 31, 2019)

Final Plan (Due December 16, 2019)

CAREER PATHWAYS PLAN:

This planning system is a 3-step process designed to assess a program's current status by conducting a gap analysis that identifies (1) what the program has in place and (2) what the program is missing; and to (3) create a plan with the steps needed to move forward toward delivering services within a comprehensive career pathways model. The first part is a gap analysis; the second part is developing an action plan the program will take to fill in the gaps, if all necessary components of a comprehensive career pathways model are not currently in place. **Note:** It is possible that a program may have aspects of all the components in place; in this instance, those programs are encouraged to focus on strengthening aspects within the components as a continuous improvement effort.

All programs participating in the Statewide Career Pathways Initiative are required to submit a Career Pathways Plan to the state for approval. If you have questions as you develop your Career Pathways Plan, **contact** Jeffrey A. Fantine, Ph.D., the contractor for this initiative: jeff.fantine@gmail.com. Dr. Fantine will be in regular communication with NMHED state staff to discuss specific aspects of this initiative and the planning process, and having a central contact will ensure consistency of information and process.

3-Step Process:

1. Identify what is in place: CURRENT ACTIVITIES
2. Identify what is missing: PLANNED NEW ACTIVITIES
3. Create a plan to implement what is missing: PLAN TO IMPLEMENT NEW ACTIVITIES

NOTE: There should be a direct correlation between what is identified in Step 2 and the plan created in Step 3. Complete each section in bulleted format rather than a narrative. Save this document with your program's name in the title. If the program has previously participated in a career pathways effort that resulted in a plan, please attach it along with this document when submitted.

It is highly recommended as the program develops its Career Pathways Plan, that it seeks connections to what already exists locally before creating something new to avoid duplication of efforts within the workforce development system. Please understand, no matter where you are in the career pathways process, either starting out or far along, you can make improvements and move forward. Also, in order to better ensure successful implementation of this Plan, it is recommended that a program take a few steps forward at a time and stagger its implementation timeline.

Creating A Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 1: Partnerships

Description: Partnerships are critical to an effective career pathways system. They help align services within a community and create a seamless education and training pipeline. Partnerships should be strategic and mutually beneficial.

Considerations -

- Put relationships in writing. Create formal written agreements with partners critical to an effective career pathways system. These partners include postsecondary institutions, WIOA core and required partners, employers, community agencies, and any stakeholder relevant to the workforce development system. The agreement should include partner roles and responsibilities, services provided, expected outcomes, how resources will be shared, and when the agreement will be revisited.
- Programs may convene a Career Pathways Advisory Group with relevant stakeholder representation to guide career pathways efforts.
- Have an effective referral network in place with stakeholders to streamline services. Determine how the program handles referrals from other agencies and how the program will make referrals to other agencies.

Current Activities:

Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.

Planned New Activities:

Include a list of formal partnerships the program would like to establish or a partnership that already exists, but the program would like to strengthen (a minimum of one new or

<ul style="list-style-type: none"> • NM Workforce Solutions <ul style="list-style-type: none"> ○ Power UP Incentive Program for attendance, portfolio & level gains ○ SER Jobs for Progress (MOU) • Luna Community College <ul style="list-style-type: none"> ○ Dual-enrollment and scholarship for CCRI students ○ TEAS - Test Prep for Nursing Program Admissions • El Valle Community Center and Villanueva David Cargo Library <ul style="list-style-type: none"> ○ Digital Skills & Workforce Readiness Training • Community Partners for Referrals to CCRI <ul style="list-style-type: none"> ○ Juvenile Justice Continuum Board ○ San Miguel County DWI Planning Council ○ 4th Judicial District Court Adult Drug Court ○ San Miguel Miguel County DWI Sobriety Court ○ NM Division of Vocational Rehabilitation (DVR) ○ San Miguel/Las Vegas Reintegration Center 	<p>strengthened partnership is required in this Plan). Indicate who the partner is and what the program would like the nature of this partnership to be.</p> <ul style="list-style-type: none"> • Create an Advisory Board <ul style="list-style-type: none"> ○ Develop single referral form to be used with all partners • New Community Partners for Referrals to CCRI <ul style="list-style-type: none"> ○ Somos Familias - Family Institute, Inc. <ul style="list-style-type: none"> ■ Particular subpopulation: Justice Involved Individuals. ○ Rio Grande ATP, Inc. ○ Juvenile Probation Office Fourth District ○ Chamber of Commerce <ul style="list-style-type: none"> ■ Inform Local Businesses of CCRI services ■ Determine local workforce needs ○ Samaritan House <ul style="list-style-type: none"> ■ To address the homeless population's educational and career needs for life improvement
<p><u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above. Include how the program will go about establishing or strengthening the partnerships listed in "Planned New Activities" above.</p> <ul style="list-style-type: none"> • Create an Advisory Board <ul style="list-style-type: none"> ○ Meet Quarterly ○ Develop a referral form and process with partners - single document used with all partners ○ Create MOUs and Letters of Understanding with partners <ul style="list-style-type: none"> ■ Nature of relationships described in MOUs and Letters of Understanding • Identify all certifications and degrees available at LCC and NMHU, and foster relationships with department directors. 	<p><u>Timeline:</u> February 2020 February 2020</p>

Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan

Essential Component 2: Career Culture

Description: Programs should create a career pathways culture, one that promotes college and career readiness. Career Pathways should impact every aspect of a program and includes messaging, attitudes, environment and speak.

Considerations -

- The program’s vision and mission statements should align with the local workforce development system and should reflect a workforce focus.
- Does the program name effectively communicate career pathways services? If not, the program might need a new name or a career pathways tagline.
- A program’s promotional materials should emphasize the future beyond the program rather than the endpoint (i.e., college, career and life success over getting a HSE certificate).
- Programs should create an environment that inspires students toward college and career opportunities (i.e., the language that is used, the visuals seen around the facility, the attitudes toward and expectations of students).

Current Activities:

Include a list of what the program already does to create a career pathways culture.

- Rebranded name of program
 - Luna College and Career Readiness Institute
- Reviewed vision and mission statements and began updating language to align with new program name
- Received approval to post large signage outside our building, identifying the location of the College and Career Readiness Institute
- Rebranded course names
 - Dollars and Sense
 - A Fraction of Math
 - Reading and Writing for Purpose
 - Reading and Writing for College and Careers

Planned New Activities:

Include a list of what the program could do to enhance a career pathways culture.

- Finalize updating vision and mission statements to present to Luna Community College President and Board of Trustees (BOT) for approval
- Marketing & Outreach
 - Create new program logo, update brochure and poster
 - Emphasizing the future beyond HSE completion
 - Advertise and promote the program via Las Vegas Optic (local newspaper), local radio broadcasting stations and through PSAs
- Complete building/program signage project with new program name
- Mural request
 - Improve building aesthetics by incorporating a large mural that depicts the integration of education with people working in a variety of careers

Plan:

Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Include what the program will do specifically to create or enhance a career pathways culture in the program.

- Update vision and mission statements, present and acquire approval from LCC President BOT
- Marketing & Outreach
 - Create new program logo, brochure and poster
 - outreach via Las Vegas Optic (local newspaper), local radio broadcasting stations and through PSAs
 - feature success stories

Timeline:

January 2020

February 2020

<ul style="list-style-type: none"> ● Building/program signage project completion and posted <ul style="list-style-type: none"> ○ acquire appropriate lumber and paint ○ Building Trades staff and students agreed to engrave sign ○ Submit work order to LCC Physical Plant to install signage in designated area ● Mural request <ul style="list-style-type: none"> ○ Request authorization and approval by LCC President and BOT ○ Acquire necessary art supplies ○ Student Input of Design ○ Create a mural depicting the integration of education and careers 	<p>March 2020</p> <p>January-Summer 2020</p>
--	---

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 3: Labor Market Information (LMI)

Description: Career Pathways systems are driven by local labor market information. Labor market information describes current and projected local workforce needs. This information can be helpful when guiding students with career planning as well as with planning instructional services and IET programs. It is important that programs analyze and utilize labor market information to design and implement career pathways models. New Mexico's Labor Market Information can be found at <https://www.dws.state.nm.us/>.

Considerations –

- Engage employers that align with local workforce needs.
- Share labor market information with students to help inform their career goal-setting and planning.
- Develop contextualized instruction and IET programs in in-demand industries.

Current Activities:

Include an analysis of local LMI, i.e. what the current and projected local workforce needs are. Include a list of how the program currently uses LMI to inform career pathways efforts.

Planned New Activities:

Include a list of how the program will use LMI to inform career pathways efforts (either enhancing what is already being done, or beginning to use this information if it is not being used currently in a meaningful way).

- Why I Work
- Develop and implement College and Career Readiness Course

<ul style="list-style-type: none"> • Portfolio development via collaboration between instructional staff and Title I - (SER Jobs for Progress) • Resume Writing and Interviewing Techniques - Collaboration with SER Jobs for Progress • IET via collaboration between instructional staff and Title I - (SER Jobs for Progress) • Director receives regular updates on NM LMI 	<ul style="list-style-type: none"> ○ Utilize LMI with student led LMI research ○ Organize instruction based LMI, identified careers, education and skills requirements, and practical application based on student interests and local industry needs • Implement a Speaker Series consisting of professionals, business leaders, educators, etc. • All instructors will regularly receive new updates on NM LMI
<p><u>Plan:</u></p>	
<p>Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p>	
<ul style="list-style-type: none"> • Create and implement College and Career Readiness Course <ul style="list-style-type: none"> ○ Create course content to include but not limited to: <ul style="list-style-type: none"> ■ Create an Individual Educational and Career Plan Template (IECP) and incorporate into Portfolio <ul style="list-style-type: none"> • Setting goals and plan necessary to achieve them ■ Understanding current and future careers in a LM society <ul style="list-style-type: none"> • Conduct student led LMI research <ul style="list-style-type: none"> ○ Create a list of in-demand industries ○ Create a list of local jobs to include felony friendly employers - post on designated bulletin board ○ Review monthly LMI Reports and update bulletin board area job listings ○ Career pathways development and identification of career interests, setting goals and creating a plan to achieve them ■ Review educational opportunities and training programs <ul style="list-style-type: none"> • Align with career interests and LMI in determining career goals and planning process ■ Improve reading and writing skills specific to developing: cover letters, resumes, IECPs, Portfolios and job applications ■ Develop and enhance interviewing skills, focusing on appropriate language, professional attire and behaviors. ■ Integrate specific class activities to address soft skills development, i.e., values clarification, communication skills, problem-solving, teamwork, emotional intelligence, conflict resolution, work ethic, to name some ■ Strengthen IET opportunities via internships, job shadowing, registration into college introductory courses and other career training opportunities ■ Incorporate Speaker Series for additional exposure to career and educational opportunities, employer expectations, and educational and professional skills required. • All instructors will be receiving updates on the latest NM LMI 	<p><u>Timeline:</u></p> <p>Pilot Course in Spring and Summer 2020 Full implementation of course Fall 2020</p>
<p>January 2020</p>	

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 4: Onboarding: Intake, Assessment and Orientation

Description: The process of enrolling students, gathering the necessary information to serve students effectively and establishing appropriate expectations of participation in the program. This process should emphasize career pathways and college and career readiness.

Considerations -

- Have students register with Workforce Connection: <https://www.jobs.state.nm.us/vosnet/Default.aspx>
- Provide student enrollment through both managed and open enrollment approaches.
- Integrate career-related assessments and opportunities for career exploration.
- Use career pathways maps/visuals to illustrate career advancement.
- Identify support services to enhance persistence and the probability of success.
- Have a comprehensive orientation process, such as a Start Smart course, with all necessary onboarding elements. Once the orientation is complete, students then begin instruction.

Current Activities:

Describe the program's current onboarding process. Provide a list of all elements of the process, including any career-related activities.

- The program uses both managed and open enrollment
 - Managed enrollment and main campus and open enrollment at satellite programs and with distance learners
- Prior to each session, a 2-3 day comprehensive Onboarding Orientation program is required for all students.
 - Refer to Attachment I at the bottom of this document to review Onboarding Orientation content

Planned New Activities:

Describe what the new process will look like, if any changes will be made to the onboarding process. Provide a list of career-related activities the program will include.

- Breakthrough Leadership Retreat
 - 2.5 day workshop prior to Onboarding Orientation
- Include breakout session during Onboarding where students can register for Workforce Connection
- Update breakout session on Career Pathways to illustrate a sample pathway map of a specific career field, e.g., nursing, welding, teaching, etc.
- Offer an Onboarding session on personality/leadership assessment

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

- Breakthrough Leadership, a 2.5 day offsite character building retreat will launch at the beginning of the session, facilitated by Lifestories of New Mexico.
 - Learning goals and objectives:

Timeline:

January 10-12, 2020

<p>1. Learn and deepen their understanding of the “ingredients” of an “authentic” Character; 2. Surface ideas and assumptions about themselves, their community and their core culture; 3. Provide a mirror and lens for understanding themselves and the views and assumptions of others; 4. Actualize adaptive thinking to express ideas and concepts that they might not otherwise raise, where solutions to problems ultimately require change in their own ways of thinking and being; 5. Facilitate a deeper understanding of the values and intentions participants choose to embody into adulthood; 6. Engage in building consensus around a collective vision for an individual or community change agenda.</p>	<p>January 2020</p> <ul style="list-style-type: none"> ● Update and improve Onboarding Orientation breakout sessions to add additional career pathways elements such as career assessments, pathways map and register for Workforce Connections, as well as offer a personality assessment <ul style="list-style-type: none"> ○ Research and identify career assessments tools ○ Blended learning environment via instructional technology <ul style="list-style-type: none"> ■ Equipment required as described in the Challenge Grant (3 laptops and 3 projectors)
---	---

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 5: Individual Education, Career and Life Plans

Description: Adult education students should have an individual education, career and life plan that he/she is involved in developing, and that is used to guides their program services in a manner that accelerates the student’s educational and career advancement. It should include highlights of formal and informal assessment results, academic and career goal setting, identified support services, persistence strategies, and a plan for services and transition. NMHED is considering requiring a process programs will use for the Individual Education and Career Plans for students.

Considerations –

- Integrate career-related elements to an Individual Learning Plan.
- Involve students in creating their plan, and help them understand how to use it to guide them toward academic, career and life success.
- Review several samples of individual education and career plans, choose or create a template that will work for the program.

Current Activities:

If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.

Planned New Activities:

Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be

<ul style="list-style-type: none"> ● Online career interest inventories <ul style="list-style-type: none"> ○ Identify career clusters <ul style="list-style-type: none"> ■ Research career information, requirements and job trends ● Portfolios ● Why I Work <ul style="list-style-type: none"> ○ Budgeting 	<p>included in the template, how it will be created and used for each student, and how students will be involved in the process.</p> <ul style="list-style-type: none"> ● Create a template of an Individual Education and Career Plan with detailed process of planning for success in education, career and life. <ul style="list-style-type: none"> ○ Description in Component #3 above
<p><u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each student, and how students will be involved in creating and using their individual plan.</p> <ul style="list-style-type: none"> ● Create a template for Individual Education and Career Plan <ul style="list-style-type: none"> ○ Research sources of information <ul style="list-style-type: none"> ■ Gather samples <ul style="list-style-type: none"> ● Customize to fit program and students’ needs and add to portfolio ● Generate a draft document <ul style="list-style-type: none"> ○ Test by use with current College and Career Readiness Pilot Course students ○ With guidance, students actively participate in creating and navigating through their plan ● Improve based on faculty and student input ● Generate final copy to be implemented and used with all students 	<p><u>Timeline:</u></p> <p>Spring/Summer 2020</p> <p>Fall 2020</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 6: Career Advising

Description: Career advising in adult education is providing guidance to students on academic and career services. Advisors help students develop strategies and skills to explore and pursue academic and career options, as well as develop and implement a plan for academic, career and life/family success. Advising services should be ongoing, incorporate use of the student’s individual education and career plan, and continue through transition to next steps.

<p>Considerations -</p> <ul style="list-style-type: none"> Offer advising through partnerships, use of volunteers, or as part of the program's staffing structure (i.e., create a Career Advisor position). Create a process that provides for ongoing advising services. Include the Individual Education and Career Plan in the advising process. Determine the qualifications of a Career Advisor and identify training requirements. Outline in writing what the Career Advisor should be doing with students so that advising services are applied consistently. 	<p>Planned New Activities:</p> <p>Include a description of how career advising services will be provided by the program (either getting started, if it does not currently exist; or strengthened, if it already exists). Include how often students will connect with advising services and how the student's Individual Education and Career Plan will be used in the advising process.</p> <ul style="list-style-type: none"> Professional Development for staff in Coaching and Advising <ul style="list-style-type: none"> There is an essential need for training in order to effectively and consistently advise students transition and succeed in college and in their selected career(s). Once created and piloted in the new College and Career Readiness course, the IECP will be utilized by advisors to assist their assigned students in developing their educational and career plan. Each instructor and the director will assume responsibility for serving as career advisors. This will require additional professional development training as stated above and to ensure consistency within the advisement process.
<p>Current Activities:</p> <p>Include a description of how career advising services are currently provided by the program, if they are being provided at all. Include how often students connect with advising services and how the student's Individual Education and Career Plan is used in the advising process.</p> <ul style="list-style-type: none"> Upon completion of Orientation and Onboarding during each session, all students are assigned an advisor/coach to provide educational and career advisement/planning <ul style="list-style-type: none"> Students are asked to meet with their advisor/coach once a week to monitor and discuss their progress One of our part-time instructors has experience with college and career advising. This instructor will be assigned to teach the new College and Career Readiness course <ul style="list-style-type: none"> We do some career awareness and career advisement; however, currently also rely on collaborations with our Title I partners for specific career/job training We also conduct educational advising and rely on Luna Community College advisors for additional post secondary education planning Professional Development in Coaching and Advising for staff <ul style="list-style-type: none"> Searched for online classes Attended overview rather than workshops 	<p>Plan:</p> <p>Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.</p> <ul style="list-style-type: none"> Professional Development in Coaching and Advising for staff <ul style="list-style-type: none"> Continue search for online training Attend face-to-face appropriate workshops Create IECP, not only as a plan for students, but as an advisement tool to assist and monitor student progress Implement College and Career Readiness course <ul style="list-style-type: none"> Description stated in Component #3 above
	<p>Timeline:</p> <p>February 2020-Ongoing</p> <p>Spring/Fall 2020</p> <p>Spring/Summer/Fall 2020</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training

Description: Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 231(c)(6)). The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training programs for both ABE and ELL students.

Considerations -

- Align instruction to the College and Career Readiness Standards.
- Integrate workforce preparation (soft skills) and contextualization (career and life) into all instruction to meet student needs.
- Offer IET programs that align to Labor Market Information and meet local workforce needs.
- Have students utilize resources in Workforce Connection: <https://www.jobs.state.nm.us/vosnet/Default.aspx>
- Involve employers and other partners in the design and delivery of instructional and career-related services.
- Use technology to support career pathways efforts.

Current Activities:

Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.

- One tuition free course at Luna Community College
- IET via SER Jobs for Progress (Title I contractor)
- Instruction aligns with CCRS
- Project Based Learning
- Brain Based Learning
- Plato
- Teaching from the back of the room
- 4 Trumps
- 4 Cs lesson plan model
- Read Theory

Planned New Activities:

Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.

- Mandatory College and Career Readiness course
 - Workforce preparation
 - Leadership workshops
 - Student led Labor Market analysis/ local workforce needs
 - Soft skills development for workforce and job specific training
- Build relationships with local businesses
 - Chamber of Commerce
 - Economic development Corporation
- Develop a project based blended learning curriculum in Math that aligns with CCRS, bringing in distance learners and low level literacy students, who may also be justice involved

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

Timeline:

<ul style="list-style-type: none"> • We will design a curriculum that emphasizes self management, employability skills, and other activities that constitute training within the employment and training services authorized by Title I-B of WIOA. • We will establish a written agreement with our Title I partners to assist in workshops and co-enrollment • We will build a working relationship with the Chamber of Commerce and Economic Development Corporation. • Pilot project based math course emphasizing contextualized learning in in-demand industries. Full course implementation will take place by September 2020 • College and Career Readiness course <ul style="list-style-type: none"> ○ Contextualized learning utilizing LMI ○ Refer to Component #3 for description 	<p>January 2020</p> <p>March 2020</p> <p>March 2020</p> <p>Pilot March 2020</p> <p>Pilot January 2020</p>
--	---

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 8: Alignment of Services

Description: WIOA requires a seamless education and training pipeline in a local area or region.; therefore, programs should work to ensure the services they provide align to next steps students take when they leave the program. This includes transitioning into employment, post-secondary programs, and advanced job training without the need for remediation.

Considerations –

- Offer a curriculum that covers all of the College and Career Readiness Standards.
- Intentionally integrate workforce preparation (soft skills) into the instruction as these are skills employers demand.
- Determine the content of remedial courses offered by local post-secondary programs and ensure students acquire and master those skills.
- Identify the skills needed for many entry level positions and ensure the program helps students acquire and master those skills.
- Use LMI to inform career pathways efforts.

Current Activities:

List what strategies the program currently uses to ensure alignment of services.

Planned New Activities:

List what new strategies the program will use to ensure alignment of services.

<ul style="list-style-type: none"> Lesson Plans are developed using a backwards design model <ul style="list-style-type: none"> incorporating learning outcomes and aligning with CCRS Transition includes one tuition-free course to expose students to a college environment and potential career path MOUs with SER Jobs for Progress <ul style="list-style-type: none"> Internships OJT Incentive Program Opportunities Co-enrollment with WIOA partners 	<ul style="list-style-type: none"> Create College and Career Readiness class <ul style="list-style-type: none"> As described in Component #3 above Acquire course syllabi for all remedial courses at LCC and align our coursework to ensure mastery of skills without remediation
<p><u>Plan:</u> Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.</p>	
<ul style="list-style-type: none"> College and Career Readiness course <ul style="list-style-type: none"> As described in Component #3 above Request copies of syllabi for all remedial courses at LCC in order to improve curriculum and to ensure mastery of skills for smooth transition to college without remediation and/or workforce Individual Education and Career Plan will detail the process of transitioning to the next level. Advisors will assist students in formalizing their Plan to include transitioning to college or the workforce 	<p><u>Timeline:</u></p> <p>January 2020</p> <p>June 2020</p> <p>Pilot January 2020 with full implementation beginning September 2020</p>

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Essential Component 9: Serving Populations with Barriers to Employment

<p><u>Description:</u> WIOA requires programs give priority of services to the “hardest to serve” and “most in need”. This requires that programs prioritize services to populations with barriers to employment, including the lowest-skilled adults, adults with disabilities, and justice-involved individuals.</p> <p><u>Considerations -</u></p> <ul style="list-style-type: none"> Provide screening for barriers to employment during the onboarding process, i.e., learning disabilities screening, support services checklist, etc.

<ul style="list-style-type: none"> Establish formal partnerships with local agencies that serve vulnerable populations as an outreach effort to access students with barriers to employment, i.e., corrections, probation and parole, court system, vocational rehabilitation, homeless shelters, community agencies, etc. Provide strategies in instructional practice that address barriers to employment. Ensure barriers to employment issues are addressed in the Individual Education and Career Plan and in advising services. 	<p>Planned New Activities:</p> <p>Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.</p> <ul style="list-style-type: none"> Screen for additional barriers during Onboarding Strengthen existing partnerships and develop new partnerships with agencies and programs who serve at-risk populations, particularly justice-involved individuals <ul style="list-style-type: none"> Develop MOUs/Agreements <ul style="list-style-type: none"> Screen for barriers Develop and incorporate instructional strategies to contend with barriers and access to education and employment <ul style="list-style-type: none"> Student led Community Resource Directory Project
<p>Current Activities:</p> <p>Describe how the program currently accesses and provides services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.</p> <ul style="list-style-type: none"> Initial screening for barriers via Program Intake Form One-on-one coaching and advising <ul style="list-style-type: none"> Identify existing barriers Group and individualized tutoring Referrals to LCC Student Success Center for counseling services Referrals to LCC Advisor for Students with Disabilities for additional services Referrals to LCC ACE Lab for specific tutoring 	<p>Planned New Activities:</p> <p>Describe how the program will access and provide services to populations with barriers to employment. Include a thorough response to how justice-involved individuals are served.</p> <ul style="list-style-type: none"> Screen for additional barriers during Onboarding Strengthen existing partnerships and develop new partnerships with agencies and programs who serve at-risk populations, particularly justice-involved individuals <ul style="list-style-type: none"> Develop MOUs/Agreements <ul style="list-style-type: none"> Screen for barriers Develop and incorporate instructional strategies to contend with barriers and access to education and employment <ul style="list-style-type: none"> Student led Community Resource Directory Project
<p>Plan:</p> <p>Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.</p> <ul style="list-style-type: none"> Develop supplemental questionnaire for more detailed screening of additional barriers to education and employment Strengthen existing partnerships and develop relationships with new partners <ul style="list-style-type: none"> As described in Component #1 By developing a Community Resource Directory, as a class learning project, barriers to access education and employment can be addressed. Students will actively seek and share resources that can assist students, particularly those who are justice involved, in overcoming barriers to success. 	<p>Timeline:</p> <p>March 2020</p> <p>February 2020</p> <p>March/April 2020</p>

**Creating a Comprehensive Career Pathways Model
Gap Analysis and Plan**

Essential Component 10: Support Services

Description: Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.

Considerations -

- Offer job exposure opportunities, i.e., mentoring, internships, job shadowing, apprenticeships
- Connect students directly to workforce services, i.e., American Job Centers
- Provide direct linkages to community services, i.e., mental health, substance abuse, vocational rehabilitation, housing
- Assist students with the development and implementation of a transition plan
- Help students connect to and prepare for post-secondary programs, i.e., financial aid applications, college tours
- Offer a career or community services speaker series: invite professionals or service providers to program to meet with and speak to students

Current Activities:

Include a list of support services the program currently offers. Describe how these services are identified and accessed.

- Work Experience Program (OJT) through SER Jobs for Progress
- Internships (SER)
- Luna Community College Campus Tours
- LCC Academic and Student Services Directors' Presentations
- LCC Campus Scavenger Hunt during Onboarding
- Coaching and Advising
 - one-on-one educational and career planning
- Computer Literacy and soft skills workshops

Planned New Activities:

Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.

- Identify community support services
 - Student led Community Resource Directory Project
- Presentations by community professionals and leaders via Speaker Series
- Include questions in Supplemental Barriers Questionnaire related to community support services and transitional services to track and aid in the student advisement process

Plan:

Include a step-by-step action plan on how the program will implement each item in "Planned New Activities" above.

- Identify community support services
 - As described in Component #9 above
- Speaker Series Presentations
 - As described in Component #3
- Add additional questions on Supplemental Barriers Questionnaire related to community support services
 - Address barriers and support services needs during advisement process

Timeline:

- March/April 2020
- Spring 2020
- March 2020

Creating a Comprehensive Career Pathways Model Gap Analysis and Plan

Sustainability

Description: In order to ensure the success of this Career Pathways Plan, programs should have a sustainability plan. A sustainability plan should include data collection and monitoring, establishing policies and procedures for new services, an annual review of formal partnerships, and accessing professional development.

Considerations –

- How will career pathways efforts resulting from this statewide initiative be extended beyond the terms of this initiative?
- Determine when staff will come together to discuss progress of this Career Pathways Plan (review and revise for continuous improvement).
- Establish performance measures that will be monitored to determine success of career pathways efforts.
- Create written policies and procedures to institutionalize new practice once it is proven successful.
- Identify professional development needs that will ensure the Career Pathways Plan is successful.

Plan:

Include a step-by-step action plan on what the program will do to ensure sustainability of this Career Pathways Plan. Be sure to include at least 3 specific professional development needs the program anticipates for its staff in the coming year to support the success of this Career Pathways Plan.

Timeline:

<ul style="list-style-type: none"> • Professional Development <ul style="list-style-type: none"> ○ coaching and advising ○ data analysis ○ curriculum development with emphasis in career pathways • Identify budget shortfalls and present to LCC Administration for funding support • Fundraising partnerships with counties and municipalities within our service area • Review policies and procedures for alignment with Gap Analysis Action Plan • Bi-annual program review, reflect and evaluation <ul style="list-style-type: none"> ○ Review MSGs, track completions and outreach to stop-outs ○ evaluate curriculum and instructional practices ○ Adjust for continuous improvement • In order to sustain all components of this plan, we need to purchase equipment mentioned in Component #4. 	<p>February 2020-Ongoing</p> <p>February 2020-Ongoing</p> <p>Begin February 2020-Ongoing</p> <p>May-June 2020</p> <p>June 2020 and January 2021</p> <p>February-March 2020</p>
---	--

--	--

Attachment 1: Program Orientation & Onboarding

College and Career Readiness Institute
 at Luna Community College
 Program Orientation & Onboarding
 General Studies Building

Aug 19 -21
 10 am – 2 pm

Aug 22

Testing and Advise ment by schedule

Orientation & Onboarding Objectives

- 1) Get to know your fellow classmates
- 2) Learn about the program
- 3) Receive the tools to plan your journey

Day 1

Time	Minutes	Topic/Discussion	Discussion Leader
10:00 am	15	Connection Activity (Quick Start)	Cindy Armijo
10:15	15	Choose an “Accountability Partner”	Rock Ulibarri

10:30	15	Program Introduction (Interactive Lecture)	Rock Ulibarri
10:45	10	Student Handbook Overview (Interactive Lecture)	Lisa Bentson
10:55	15	Break	
11:10	25	Program Services (Matching Game)	Cindy Armijo
11:35	30	Policies & Agreements (Teach Back)	Lisa Bentson
12:05 pm	10	Intake Form (Handout)	Lisa Bentson
12:15	10	Break	
12:25	20	Student Stories (Interactive Activity)	Rock Ulibarri
12:45	10	TABE Overview (Interactive Lecture)	Lisa Bentson
12:55	10	How to Interpret TABE Scores (Graphic Organizer)	Lisa Bentson
1:05	10	Class Schedules	Lisa Bentson
1:15	20	How long will it take me? (Worksheet)	Lisa Bentson

1:25	35	Wrap-up Top Take-A-Ways (Pair Share)	Cindy Armijo
2:00 pm	240	End of Day 1	

Day 2

Time	Minutes	Topic/Discussion	Discussion Leader
10:00 am	15	Connection Activity (Quick Start)	Cindy Armijo
10:15	30	Goal Setting (Graphic Organizer)	
10:45	15	Dealing with Test Anxiety (Video & Journaling)	
11:00	15	Break	
11:15	30	Time Management (Graphic Organizer)	
11:45	30	Study Skills (Concept)	
12:15 pm	10	Break	
12:25	40	Fear of Success (Pair/Share)	

1:05	30	Being Part of a Team (Interactive Activity)	Cindy Armijo
1:35	25	Will you be Next? (Top Take-A-Ways)	Cindy Armijo
2:00 pm	240	End of Day 2	

Day 3

Time	Minutes	Topic/Discussion	
10:00 am	15	Connection Activity (Quick Start)	Cindy Armijo
10:15	55	Career Pathways Workshop (Interactive Lecture)	Lisa Bentson
11:10	15	Break	
11:25	30	SER-JOBS FOR PROGRESS, POWER-UP COLLABORATION	Debbie Montano
12:05 pm	70	Where is that? (Scavenger Hunt)	Cindy Armijo
1:15 pm	30	What did you find? (Teach Back)	Cindy Armijo

1:45	15	Your pathway	Rock Ulibarri
2:00 pm	240	End of Day 3	

Day 4

Time	Testing and Advisement
8:00 am	
9:15	
10:30	
11:45	
1:00 pm	
2:15	
3:30	