

**Annual Program Report
Cover Page**

Program Name:	Taos Education & Career Center	
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New Mexico Counties Served:	Taos and Western Colfax	
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Signature of the Chief Executive Officer or Designee

9/1/23

DATE

Mary Gutierrez, Chancellor UNM-Taos

Typed Name and Title:

Section I. Program Narrative Report

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

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

The Taos Education and Career Center (TECC) at UNM-Taos provides services for adults ages 16+, inclusive of small-group emergent literacy instruction, English Language Acquisition through Integrated English Literacy and Civics Education (IELCE), and High School Equivalency (HSE) and college preparation classes. While studying with us, TECC students experience contextualized instruction in workforce preparation activities, conduct career exploration, and may participate in work experience and pre-apprenticeship opportunities. TECC works closely with UNM-Taos faculty and administration to provide Integrated Education and Training (IET) courses in the areas of construction technology and health sciences.

As with adult learner populations across the state, our students turn to education while taking care of family members, raising children, seeking jobs that pay the bills yet offer flexibility to attend school, some are justice-involved, dealing with mental health and/or substance misuse, and most are interested in pursuing training and/or a college degree. They have experienced multiple gaps in their pursuit of formal education. 81% of Adult Basic Education (ABE) students who entered our program performed at an NRS level 4 (8th grade equivalent) or below in either reading or mathematics on the Test of Adult Basic Education (TABE), with 61% placing at NRS level 3 (5th grade) or below. 67% of all our students identify as Hispanic or Latino, 5% as American Indian, and 24% as white. 54% of learners are age 24 or under.

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

Our literacy coordinator under the Adult Literacy grant worked with us for 9 months before deciding to leave the position due to their inability to move to Taos. A major portion of the mission of this position was to expand literacy services to the smaller surrounding communities. As the employee remained remote, some contacts were made but no new students, literacy or HSE-seeking alike, were connected to our services. Expanding Adult Education services to these communities remains a goal for the coming year.

Our Education Specialist focusing on ESL/IELCE instruction as well as immigrant supports at UNM-Taos, hired in March of 2022, resigned her position in August of the same year. Her salary was fully covered by the college but the position as written has not been renewed. As a result, TECC hired a part-time instructor to teach the beginning English Language Acquisition class. She has built a strong community of learners and is planning to take on more hours to help coordinate ESL programming and build partnerships in the coming year. This still leaves our Education & Development Manager stretch across three programs—literacy, HSE, and ESL.

Our math II instructor left her 6 hour a week position for full-time employment, completing three full years of teaching with our program. Our .75 FTE Program Manager will be teaching our Math II class until we can 1) decide if we want to allocate funding toward another math teacher and 2) can find one.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2023-2024 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

This program year our co-managers and administration assistant participated in (NEDP) training and are successfully helping two clients move forward with the online program. This option for a pathway toward HSE attainment is a helpful option for the adults coming to us with full-time jobs and families, who would struggle to attend live classes, yet are motivated to complete the competencies on their own time. In the coming year we plan to have two more staff members trained as the time commitment stretches our staff capacity.

We have landed on NEDP as our primary distance learning option. In the last year, most students have expressed interest in primarily in-person classes. We have not experienced a large enough cohort of students to warrant the creation of live online or hybrid coursework. On a limited basis we offer the option for students to work individually at a distance using Essential Education, though due to the poor success rates we have witnessed when students choose this approach, we now encourage NEDP or in-person classes. As we build our staff capacity to do more outreach to surrounding communities in Taos County, we hope to assess interest in live online classes. Should the need arise, we look forward to expanding our classrooms virtually. This may happen either in a HyFlex model or by creating a separate online diploma pathway led by one instructor.

As our students now have affiliate UNM IDs, they are able to easily check out laptops and hot spots from the campus library. Digital literacy is incorporated across our curriculum into projects and routine tasks. When a student is interested in furthering their digital literacy skills in a more formal manner, we refer students to UNM-Taos HIVE (taoshive.com), where they are able to attend free courses and workshops.

English Language Learners continue to supplement their five hours of weekly in-person instruction using Burlington English, an online learning platform, with a focus on civics and individualized courses of English for Specific Careers.

4. List and provide a *brief* description of current partnership arrangements your program has with other agencies or organizations for the delivery of adult education & literacy activities, including support services. For each partnership listed, indicate level of formality: formal or informal. A **formal** partnership involves a written agreement between the partners (MOA or MOU) to specify roles and expectations and generally govern the relationship, while **informal** partnerships involve some form of ongoing and consistent mutual support and regular communication, but the relationship isn't formally governed by a written agreement.

Our only **formal partnership** in 2022-2023 was with DreamTree Project's Enchanted Circle Corps, placing an Americorps member at TECC whose mission was to build community collaborations in order to remove barriers to education and employment by connecting students to support services. Due to our increased integration with the college and staff capacity for supervision, we will not be renewing this partnership in the coming year.

Informal partnerships include:

Northern Area Local Workforce Development Board (NALWDB) - we were unsuccessful in procuring an MOU with the Northern Board this last fiscal year. Our partnership remained intact, however, with the continuation of our PowerUP incentive program for WIOA enrolled youth. HelpNM was even able to have a staff member hold regular office hours on campus one day a week for enrollment. We are currently in the process of acquiring the coming year's signed MOU complete with an addendum outlining the PowerUP program and responsibilities. We also

continued to host monthly *Taos Education and Employment Partnership* meetings, bringing together our workforce partners under WIOA.

100% Community - Bi-weekly action team meetings to collaborate around addressing the ten vital services to eliminate childhood trauma, e.g. job training

Chamber of Commerce Education Committee - Brings together employers and workforce training partners

DreamTree Project - Supports out-of-school and housing insecure youth with education goals. We are working toward a formal MOU as we continue to share students/clients.

Las Cumbres - Partner to connect English Language Learners to education opportunities and English language classes

Taos Education Collaborative (TEC), Pathways and Pipelines - Aims to fill the gap in learning continuity for students of all ages across Taos County and increase pathways to careers with a living wage

Taos Municipal Schools - Collaboration around process for supporting educational pathways for at-risk youth

Team Builders - Serves adults, adolescents and families with or at-risk for behavior health disorders

Section II. Core Indicators of Performance 2022-2023

Please enter the following information regarding enrollment, assessment rates and core indicators of performance for

your program and use this information for answering the narrative prompts in Section III.

Number of NRS participants in PY 2022-2023 (Table 4, last row of column B) 141

Number of non NRS Participants in PY 2022-2023 (Table 2A, last row of column P) 58

Post-testing rate (Table 4B, last row of column B to number of NRS participants) 49%

Performance Measure	Negotiated Level of Performance Program Year 2022-2023	Program Performance 2022-2023
Measurable Skill Gain, MSG (Table 4, Grand Total of column O)	33.0%	57.53%
Credential Attainment Rate (Table 5, last row of column G)	25.7%	21%
Employment Second Quarter After Exit (Table 5, first row of column G)	23.0%	52.85%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	24.0%	54.07%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,700	\$3,894.02

Section III. Evaluation of Program Effectiveness

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

1. Discuss your retention rate based on your number of NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

TECC 2022-2023 Retention and Persistence Rates				
Year	NRS Participants	Non-NRS Participants	Retention Rate (0 to hours)	Persistence Rate (12 to 40 hours)
2018-2019	129	19	87%	78%
2019-2020	107	24	81%	80%
2020-2021	121	47	72%	61%
2021-2022	133	32	81%	77%
2022-2023	141	*40	78%	74%

*Table 2A, removed 4 IET students who tested into Level 6 so were not eligible for services, and 14 students who were enrolled and took an initial TABE assessment over the summer for fall (FY23-24) coursework.

While our overall retention rate remains relatively high, the rate of students not making it through our onboarding process is also high, though not historically abnormal. Through 2019-2020 our practice was to remove students from the database who did not stay with us after enrolling and/or testing and had not instructional hours. We see the value in knowing at what rate students are not staying around after learning about our program. Though we see students again after their first or second time trying our program, we would like to retain more students the first time around, if possible. In the last year one barrier we identified was transportation due to our move to the main UNM-Taos campus, which is 10 miles south of our old location at the center of town. This is currently being addressed with an on-demand service through RTD. Three students have taken advantage of this thus far and it works well for them. We continue to evaluate our extended onboarding content and intensive advising practices which have proven to strengthen retention and persistence since implementation in 2016. We are holding follow-up conversations and surveying students to better understand why they leave and why they choose to stay. We recognize that quality of instruction, coupled with a student's feeling of being valued, sense of safety, and a relationship of trust with staff members contributes greatly to their commitment to the program. In addition, we have increased supports such as SNAP and Medicaid enrollment and a tax filing workshop in an effort to decrease barriers to education.

2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below 50%, required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

After experiencing lower post-testing rates at one point in the beginning half of the year and discussing strategy and implications with Katya Backhaus, we began scheduling post-testing mid-session. All students who have enough hours, post-test at the same time. We are now utilizing the testing center on campus, rather than our open

and shared program space because it creates a standardized, formal setting in which students can assess their skills accurately. We also review test scores and academic goals with students prior to post-testing to remind them of the improvement they are aiming for. Often we will ask them to reflect on what they've learned and where they think they have improved before post-testing to reinforce that testing is a means for students to monitor their progress and readiness to take the HiSET and/or pursue their college and career readiness. While we raised our post-testing rate from mid-year to the beginning of May, we believe one place we fell a bit short was assuring all graduates post-tested before taking their final HiSET tests.

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

Measurable Skill Gain (MSG) - **exceeded**. We continue to attribute our high gains rates to our extended onboarding process, intensive advising/coaching practices, community culture, career pathways focus, and wrap-around supports. In addition, our data entry and analysis practices continue to be strengthened due to the diligence and retention of administrative staff. Classroom instruction is also integral to providing an engaging and effective setting, where students have the time to grow their academic skills and/or earn their high school credential. While we would like to set aside more time for teacher professional development in the coming year, we have experienced relative consistency in our teaching staff, giving time for instructors to hone their skills and refine their curriculum. As discussed in question 2 above, we have implemented a more structured post-testing process, which greatly contributed to the rise in EFL gains between April and June. IET students earning 10 credit hours and/or a certification also had an important impact on our MSGs this year.

Credential Attainment Rate - **fell short**. As a note, this metric measures credentials attained in the last year by students who exited 4 quarters earlier. We are finding it to be helpful indicator to measure the long-term effectiveness of efforts both within our program and in conjunction with our workforce and community college toward building clear career pathways with stackable credentials that allow for the more immediate attainment of jobs that pay a living wage. In the 2022-2023 year we are identifying only 16 of our 36 HSE graduates as enrollees in post-secondary while with us or after graduating. Some of them are enrolling in associates degree programs, but they are potentially not earning any credentials for two years or longer. Of course the enrollment in a degree program is positive and exciting, but many of these degree pathways do not offer stackable credentials leading to immediate increases in earning power.

Employment (Second Quarter After Exit) - **exceeded**. We would like this number to be larger. We will continue to be diligent in our follow-up practices and in increasing access to employment through the strategies listed above.

Employment (Fourth Quarter After Exit) - **exceeded**. Again, we would like this number to be larger.

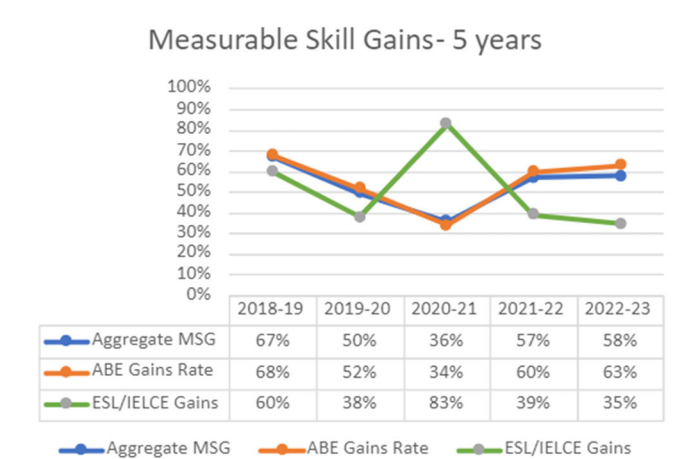
Median Earnings (Second Quarter After Exit) - **exceeded**. Students are employed and earning above the negotiated target, but they are still not making a living wage for Taos County. This emphasizes the need for the career pathways goals mentioned in the reflection below.

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

Credential Attainment rate- Our career pathways programming within TECC consists of career exploration, work experience opportunities through WIOA dollars, academics contextualized in career content, and preparation and

support for HSE/ESL students enrolling in IETs or credit-bearing coursework while enrolled in adult education. In June 2022, TECC admin, alongside UNM-Taos leadership, participated in Columbia University's Community College Research Center (CCRC) Guided Pathways Summer Institute, *Using Data to Launch Large-Scale Reform!* Over the course of the last year, we continued meeting as a UNM-Taos team to pursue goals aligned with best-practice research in Guided Pathways, inclusive of (1) clarifying the path for students, (2) helping them enter it, (3) stay on it, and (4) ensure learning. In the year ahead we plan to further co-develop IETs that lead to more immediate credential attainment under the support of the Workforce Innovation Network (WIN) grant. We aim to better utilize work experience dollars available to students enrolled in WIOA through growing employer partnerships already being developed through our workforce partners, inspiring students to pursue further education.

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



Enrollment 2019-2023			
FY	ABE	ESL	Total
2022-23	115	26	141
2021-22	113	17	130
2020-21	101	20	121
2019-20	86	21	107
2018-19	110	19	129

ESL - Gains are still recovering from staffing inconsistencies during the last 2 years. We have increased enrollment, which almost doubled in March 2022, due to some reinvigorated community partnerships. We are also extending onboarding for students to understand the program goals and expectations (e.g. 75% attendance policy).

ABE- ABE gains are returning to historic levels. IET credential attainment supported our gains rate this year, as well as enrollment.

Post-secondary Enrollments – 44% of our 2022-2023 students have enrolled in post-secondary coursework so far either while working on their HSE or after graduating. In FY18-19, it was 21%, 44% in FY19-20, 50% in FY20-

21, and 48% in FY21-22. We predicted it would be higher due to our new home on the main campus. Looking ahead, we will continue to build relationships with faculty so that students will have more opportunities to be inspired by training and degree pathways here at UNM-Taos. We will continue to encourage students to attend events on campus and host our own to further develop community. As IET programming increases, we will promote these to students and assure adequate supports for success. Our participation in the WIN grant serves to grow our capacity in this direction as we further increase advising and career navigation structures. An exciting opportunity on the horizon is a partnership with the Educational Opportunity Center at Northern NM College. They are able to assist Adult Education students with visiting college and training programs in the region, an aim of our program for a long time.

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

Over the last year, our data technician/admin assistant consistently shared “metrics” at the beginning of most of our weekly staff meetings this year. Depending on where we were at in a session, we discussed enrollment numbers, attendance hours, EFL gains, graduates, and MSGs as reported on the most up-to-date Table 4. This prompted informal discussion around improvement tactics that most often resulted in student follow-up, reflection on instructional practice, post-assessment structures, and marketing and outreach strategies. Due to our credential attainment rate analysis in this and recent annual reporting periods, we will be incorporating post-secondary enrollment data into our formal data analysis conversations more regularly.

Each session instructors review their individual class data through a session review. They record individual student outcomes and analyze attendance hours. They then think through instructional and advising implications and set goals for subsequent sessions.

We have benefited greatly from the monthly reporting and quarterly data reviews facilitated by Katya Backhaus at NMHED-AE. Specifically, the conversations around post-testing structures have supported our practice and outcomes.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, Excluding Administrative Costs, for Program Year 2022-2023	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	287	\$3,849.97	\$13.41
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	172	\$858.03	\$4.99
Referrals to and coordination of activities with other programs and services.	Career Service	151	\$681.96	\$4.52
Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider.	Career Service	151	\$1,704.91	\$11.29
Provision of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation)	Career Service	151	\$1,539.99	\$10.20
Total:		940	\$8,634.86	\$44.41
Integrated Education and Training (IET) programs	Training Service	28	\$0	\$0

***Enter this total in Question 1 in Section IX as well.**

2. Describe specific activities and strategies your organization has implemented to partner with the Local Workforce Development Board and your local One Stop staff / operators.

We continued to host monthly WIOA partner meetings under the name of Taos Employment and Education Partners (TEEP). These resulted in shared resources, referrals, further understanding of partners' breadth of capabilities and resources, and event notifications. Importantly, they helped us keep up with staffing changes amongst partner organizations.

HelpNM, who holds the contract for WIOA youth dollars, began holding regular weekly office hours on campus so that students had easy access to the enrollment specialist. This is a very helpful structure and we hope to continue it into the coming year.

Three of our staff members attended the Northern Region Workforce Professional Development Conference put on by the Northern Area Local Workforce Development Board (NALWDB). It was a great opportunity to network with partners, grow ideas, and learn about initiatives taking place in the region.

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards>. How did your program align adult education and literacy activities in 2022-2023 with your Local Area Plan? What's working well? What are your biggest challenges?

What follows are the two goals as outlined by the NALWDB for years 2020-2023 with which we were most aligned.

Increased educational opportunities to increase the skill levels and earning power of the region's workforce

We continued to grow our practice in preparing students academically and professionally for college and careers while building IETs and assisting students in enrolling in workforce training programs. We have witnessed an uptick in training programs available to youth and work to promote those opportunities for students while supporting their participation in any way we can. For example, we had one student complete a work experience term centered around hospitality. She has been offered a full-time job at her host site.

Through our monthly TEEP meetings and email listservs, we have been able to keep one another apprised of the training opportunities available across partner organizations.

Increased services to rural areas to ensure equity in the provision of services to residents of all 19 counties

This was an aim of our literacy grant funds, knowing there would also be interest generated in our ABE services. While some contacts were made, we were not able to establish any formal instructional settings for students in these areas. Students that did travel over the last year from as far as Tres Piedras, Questa, Peñasco, and Arroyo Seco were supplied with gas cards through donor funds as needed. Our alternative construction IET took place in Carson. This did attract some students from the area and promoted enrollment at TECC and UNM-Taos.

With four months left in year four of the plan, we look to further enhance the board's mission of increased career pathways toward a skilled workforce by connecting more students to work experience opportunities, supported by WIOA funds, and aligned with their career interests.

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 2022-2023 program year.

1. To what degree is career planning and advising structurally built into your Adult Education program for the students who want and need it? Be specific.

TECC has various approaches to integrating career planning and advising/coaching into our program. Advisors meet with students twice every eight weeks to discuss progress and assess career and academic goals. We will specifically ask how the student's current job is going, the tasks they like/dislike about the role, and what they see themselves asking for once they have their HSE. While discussing future career goals, we try to match interest with someone at the college who can fill the student in on that pathway. We work with students to maintain their current careers and to avoid schedule conflicts so they can provide for themselves, plan ahead, and attend school. One of the TECC instructors/advisors advises college students at UNM-Taos and can relay specific class, teacher, and program information for any degree path, job training, or certificate program offered through UNM-Taos.

In classes, our teachers use project-based learning to explore different careers and the daily classroom skills required to operate in the workforce. In math specifically, students explore wages, job availability, cost of education, etc. We encourage all our students to consider programs offered in "their backyard" at the college. Culinary Arts, Commercial Driver's License, Holisite Health-careers that won't require a full-time college commitment and will get them in the workforce in less than two years.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please provide an Appendix to your report with the following information:
 - i. A full list of all IET programs offered in the reporting year period.
 - ii. Demonstrate how each IET program satisfies the three federally-defined-and-required components to be considered an IET program (34 CFR 463), using this LINC'S checklist:

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

Yes. Please see Appendix.

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

Section VI. Curriculum and Instruction

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

We currently have five entry points for HSE students with most sessions averaging 8 weeks and mirroring the college's semester/8-week course schedule. There are three sessions for ESL students. Students entering at the beginning of each semester participate in a two-week onboarding that includes workshops to orient students to the program, create self-awareness around learning tendencies and academic levels, set goals, identify barriers to

education and understand supports available as a UNM-Taos student, explore brain-based learning principles, and learn about opportunities for work experience and training. Onboarding for mid-semester starts and the shorter summer session in May-June lasts one week.

As much as possible we incorporate project-based learning principles into our classes and onboarding. Our October mid-semester onboarding this last year centered around food systems, sovereignty, and scarcity in Taos County. New and returning students got to know one another by building background knowledge on the subject through meeting with a panel of community experts, whose work is connected food and/or entrepreneurship in Taos County in some way. The week culminated in students presenting in a poster session as to their solution for food insecurity in Taos County. During this community-based project, new students received pointed information about TECC programming while acquiring the information they needed to understand the program. Returning students also met with their advisor to update their individual education plans.

During a formal end of session reflection conversation, returning students gave mixed feedback about this project-based learning experience and onboarding in general. Students felt that repeating onboarding, even the project-based experience, did not feel productive (though it was memorable). In March, a separate onboarding week had returning students focusing on time management, goal setting, and financial literacy, while new students participated in a shortened version of our 2-week onboarding.

During these entry points all students take their TABE assessments and review results with an advisor to discuss class placement. Post-testing for returning students often happens during this time as needed.

2. Describe how your program's schedule and components promote adequate intensity and frequency of instruction in order to support participants' achievement of substantial learning gains.

We have remained steadfast in our commitment to 8-week sessions in the last two years as we feel it encompasses structures that ultimately make students successful: managed enrollment, frequent entry points, and intensive advising. Students repeat classes as needed after having readiness discussions with the instructor around attendance and content mastery. Class blocks are three hours in duration (2.5 for ESL) Monday through Thursday, with math and literacy happening on alternating days. Students are offered the opportunity to complete optional "homework" outside of class through an online platform such as EdReady or Burlington English. Most students do not choose or are able to supplement their class instruction on their own time. We are looking toward some time with an online program being a requirement, at least in math courses, with some class time will be devoted to time in the online work to promote its efficacy. We are finding time and time again that instructors and students alike struggle to address the breadth of math skills necessary for HiSET/GED readiness and college preparation in two or three 8-week courses. We aim to streamline the learning path so that more students are persisting through their math pathway.

A study hall continues to be offered once a week, as well as supplemental tutoring through UNM-Taos' Center for Academic Success & Achievement (CASA). More students took advantage of this in the last year now that we are on Klauer Campus. Our new literacy specialist will be working with CASA to support college-enrolled students with academic reading and writing, creating an even stronger bridge between TECC and the greater campus community.

3. What other programmatic elements and wrap-around services support student success and address barriers to learning (e.g. the use of technology, career navigation services, etc.)? You may have discussed your use of distance learning in Section I. Add any additional relevant information about how you provide distance learning and address digital literacy and equity in your programs and/or plan to do so.

Our Community Engagement Specialist through Americorps (described in partnerships under section I, question 4) acted as a liaison between our students, advisors, UNM-Taos' student support navigator, and support services available in the community and state. During each new session, students were surveyed as to their housing,

medical, nutrition, and transportation needs. As students express barriers, structures were in place to respectfully connect them to appropriate resources. We held a series of on-site office hours with an enrollment specialist from Holy Cross Hospital, who was able to help six students and their family members with enrollment in SNAP benefits and/or Medicaid. In March and April, and tax support specialist assisted three students with filing their taxes, resulting in some sort of refund. All of these supports serve to remove barriers to education.

4. **Describe precisely how your program aligns instruction to the College and Career Readiness Standards (CCRS) and/or the English Language Proficiency Standards (ELPS).** Please include information on required curriculum and resources available to support instruction and the implementation of CCRS/ELPS. If you do not align your curriculum and instruction to these standards, please let us know, as it will help us plan professional learning opportunities and technical assistance for the state.

Current TECC curriculum is anchored in the College and Career Readiness Standards (CCRS) in that, as original learning progressions that exist on syllabi passed to new instructors, were rooted in the CCRS. The curricula we use for English language learners, Burlington English and *World English*, are standards-based as well. The bulk of our current staff, however, has not had formal training around the “Key Shifts” of the Common Core: complexity, building of background knowledge, use of evidence, focus, rigor, and coherence of learning paths. Our IET instructor has most recently referred to the CCRS in collaboratively creating a single set of learning objectives for current IETs. As TECC instructors build their curriculum around student career interests, employability skills, and issues and problems of local relevance this coming year, we would most definitely take advantage of any available CCRS trainings offered by the state in the coming year.

5. Discuss any theoretical frameworks or research that you, as an AE program director, find compelling and which you actually use to inform your program design, your curriculum development, your leadership/management practices, or your staff trainings.

Many of the research-based best practices we have outlined in-depth in previous reports continue to be our foundation for teaching, learning, and leading. New employees familiarize themselves with foundational concepts through an employee orientation module on Google Classroom. What follows is some of the most current research we are actively incorporating into our practice.

AIR’s Integrated Education and Training Design Toolkit- As we expand IETs at the college under the WIN grant, this toolkit is our guide for best-practice implementation.

Community College Research Center (CCRC)- From our adult education perspective, we are working closely with the college to implement research-informed practices as outlined CCRC. The Ask-Connect-Inspire-Plan framework has brought to the forefront the idea of students experiencing a “light the fire” course early in their post-secondary education journey. While the language for this is aimed at college coursework, we expand the concept to the HSE/ESL classroom, IET coursework, and in thinking about other training pathways available to our students while they are still working on meeting their ABE/ESL goals. The Guided Pathways framework, mentioned in Section III, question 4, anchors our conversations around a student's overall journey through our program/institution.

Teaching Skills That Matter (TSTM)- After participating in a TSTM training offered through the state last year, our IET instructor has been working for NMAE to facilitate learning for other instructors this year. This strengthens the presence of it in our program, and we look forward to further training and implementation. The core concept encompasses facilitating the learning of “skills that matter,” such as *navigating systems* and developing *self-awareness* contextualized in content that matters (e.g. financial literacy). Further, modes of learning include project-based and problem-based learning.

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

For this section, if the program received IELCE funding for 2022-2023, please describe IELCE activities and services provided by the program this fiscal year.

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

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, of column B):

26

first row
2. Please indicate the percent of participants achieving IELCE outcomes (Table 9, last column of outcome measures)

Achieved Citizenship Skills0
 - While we didn't track this formally in LACES (we will for FY23-24), 100% of the students did at least one of the following to achieve citizenship skills: worked on presentation skills, presented on a topic from American history, developed classroom expectations in their learning communities, and expressed their opinions in surveys about the program, instruction, and classes.

Voted or Registered to Vote0

Increased Involvement in Community(not tracked formally in LACES) Activity
 - While we didn't track this formally in LACES (we will for FY23-24), 100% of the students did at least one of the following activities to increase their involvement in the community: participated in an open house to inform community members and potential new students about the ESL services offered at TECC, brought refreshments to share at the open house and weekly with classmates, demonstrated using Burlington English as a learning tool to potential students, and helped plant the community garden at TECC, which is providing a green corner for the larger campus community.

3. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.
- English language learners at TECC use Burlington English, which includes targeted career courses featuring contextualized vocabulary, career specific language, and interactive, real-life workplace scenarios. Through advising, students indicate career areas they are interested in. Then, they are given access to those courses for individualized study.
- First aid certification and mental health certification offered to intermediate+ ELL students...no students registered. As we grow and create consistency in our program...
4. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.
- Contextualized language instruction, increasing rigor of instruction to help students prepare for next steps: employment, HSE, further college and career preparation/training. 4 of our ELLs have indicated they would like to finish their HSE's. We are starting a cohort of ELL's to do NEDP. One student-client has entered the diagnostic phase of NEDP, and we hope to recruit at least one more to start this fall. With their HSE's, these students will have stronger academic skills and fewer barriers to employment and training. Many of our ELL students do not have social security numbers and are waiting to start the citizenship process once it's possible,
- 15

such as when their U.S. born children turn 21. Their status impacts their ability to work in in-demand, well-paid occupations because their access to training is limited. Several students have their own businesses cleaning homes. Others work in restaurants, construction, or hotels.

5. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in WIOA section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

We continue to be challenged by supporting students without social security numbers. Our collaboration for IELCE students with HELP New Mexico feels limited. 5 of 26 students shared a social security number when registering; not having one is a barrier when accessing workforce services and resources.

6. Regarding WIOA Section 243 activities, please describe any problems or questions and technical assistance or professional development needs you and/or your staff have. Please be as specific as possible.

Integrating pre-IET into curriculum and instruction

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

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

(If your program did not provide these types of services in 2022-2023, just indicate N/A).

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

IX. Fiscal Survey

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

1. Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2022-2023 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

\$8,634.86

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

\$0

3. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0		0

4. Please indicate FY 2022-2023 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0		0

5. Please indicate FY 2022-2023 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0		0

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

\$25

\$0

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

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

\$275,000

Please estimate the Total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) you can provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

Square footage of donated space	Fair Market Value per Square foot	Total
5,785	\$2.67	\$15,445.95

Alternate option: Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2022-2023.

Source	Amount
Donors	\$1,950
Chevron- IET	\$20,931
UNM-Taos' Title V STEM-F Grant Nina Bar-Giora's salary/benefits as Education & Development Specialist (TECC science/career pathways, IETs-Solar and IT)	\$63,427

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2022-2023 fiscal year.

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount