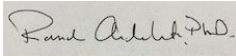


# New Mexico Adult Education Local Program Annual Report 2023-2024

## Annual Program Report Cover Page

Program Name:	<b>Taos Education &amp; Career Center</b>	
Institution or Organization:	<b>University of New Mexico-Taos</b>	
Address:	<b>1157 County Rd. 110</b>	
City:	<b>Ranchos de Taos</b>	
County:	<b>Taos</b>	
Zip:	<b>87557</b>	
Main Phone:	<b>(575) 737-3730</b>	
Website:	<b><a href="https://taos.unm.edu/academics/tecc/about-us.html">https://taos.unm.edu/academics/tecc/about-us.html</a></b>	
Social Media:	<b>Facebook: @TAOSTECC Instagram: teccunmtaos</b>	
Workforce Region(s) Served:	<b>Northern</b>	
New Mexico Counties Served:	<b>Taos and Western Colfax</b>	
Submission Date:	<b>September 3, 2024</b>	
Program Director, Manager, or Coordinator Name and Title:	<b>Kylee Shipp, Program Manager</b>	
Contact Information:	Phone(s):	<b>(575)737-3735</b>
	Email:	<b>kshipp@unm.edu</b>
Alternate Contact Name and Title:	<b>Erin Clark, Education &amp; Development Manager</b>	
Contact Information:	Phone(s):	<b>(575)737-3728</b>
	Email:	<b>erinleclark@unm.edu</b>



9.3.2024

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

**DATE**

Dean of Instruction, UNM-Taos

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# New Mexico Adult Education Local Program Annual Report 2023-2024

## Section I. Program Narrative Report

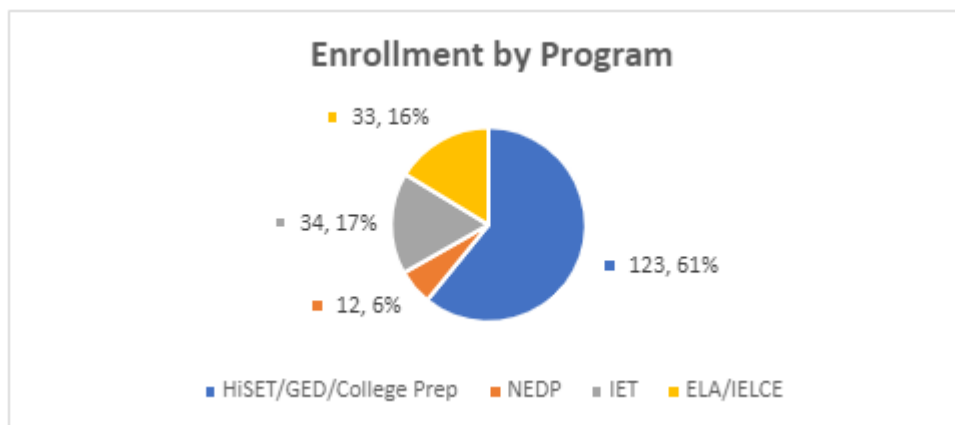
**Directions:** Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions. Answers should be single-spaced.

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

The Taos Education & Career Center (TECC) provides adult education programming for students seeking their High School Equivalency (HSE), English Language Acquisition (ELA)/Integrated English Language and Civics Education (IELCE), literacy tutoring, Integrated Education and Training (IET) courses, or general preparedness for college and career. We serve an average of 150 students each year in a county with a population of nearly 25,000. Figure 1 below shows the breakdown of participants by program type. The National External Diploma Program (NEDP) is a newer pathway to the HSE that we now offer.

**Figure 1**

*Participants by course of study*



In the 2023-24 year, 69% of students entering our program identified as Hispanic, 19% as White, and 10% as American Indian. 53% of Adult Basic Education (ABE) participants tested at NRS Level 3 (6th grade equivalent) or lower in either reading or math upon entry to our program. Our students bring a wealth of life experience, cultural backgrounds, and knowledge to the learning setting. They also face multiple barriers to education and career. Upon entry last year, students identified childcare, transportation, housing insecurity, mental health, and food scarcity as barriers to meeting their educational goals.

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.

A program focus for this last year was to expand the presence of all aspects of our services to more rural communities in Taos County, such as Peñasco and Questa. Due to continued struggles with staffing of our literacy position, our capacity for expansion and outreach to these communities remained limited for much of the year. However, in March, we were able to hire a part-time instructor residing in Peñasco who secured a space at a local community organization for instructors and students to meet. She spent time marketing the program and recruited a

# New Mexico Adult Education Local Program Annual Report 2023-2024

couple of students. We look forward to continuing to provide in-person and remote services to Peñasco residents in the coming year, including NEDP clients.

3. Characterize the current status of your programming with respect to in-person classes and hybrid or distance learning. How is your program evolving in this respect? What is planned for the 2024-2025 program year? How do you intend to keep incorporating digital literacy, distance learning, and considerations about digital equity into your program practices?

We largely offer in-person classes enhanced by online learning platforms including Essential Education, EdReady, Burlington English, and Google Classroom. We do not offer HyFlex programming at this time due to 1) demand and 2) previous experience with lack of engagement. For students seeking their HSE and a remote option, we offer NEDP.

NEDP seems to work well for adult students who are working full-time and/or taking care of families. Enrollment in the program grew significantly, as did our staff capacity to facilitate it. We went from having our two managers trained and functioning in the program at the beginning of the year to having three more employees trained and taking on “clients” by years end.

All instructors across programming incorporate tasks and projects aimed at building digital literacy skills. For example, math students learn how to utilize spreadsheet software (Excel/Google Sheets) while learning about how percentages and how taxes are calculated. English Language Arts students write formal emails, resumes, and cover letters while focusing on word processing skills. We continue to be thoughtful in building curricula that is explicit about digital literacy learning outcomes and clear about how the outcomes support learners in their home and career endeavors.

We continue to provide computers for check-out and support with internet as much as possible. In the coming program year, we will be adding a cell phone-based application to our literacy and ELA programming. This addition is aimed at better addressing digital equity in that students without internet, computers, residing in rural areas with limited transportation, and perhaps possessing low digital skillsets, can connect to learning through various modalities on their cell phones.

Through our expansion and outreach work to outlying rural communities, we may find that there is a large enough need to warrant the effort toward HyFlex programming in the coming program year.

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.

## Formal partnerships:

DWS' Pre-apprenticeship program – Three students participated in this paid work experience program through the NM Department of Workforce Solutions. One graduate is now employed full-time with the local electric utility co-operative as a result of his term. Another graduate fulfilled her hours at the One-Stop office, and the third was able to work with TECC as our social media and marketing assistant. Our students are a target population for the program when funding resumes this fall.

Northern Area Local Workforce Development Board (NALWDB) – UNM-Taos as a whole has a signed MOU with the NALWDB. Our partnership with the Title I provider remained intact with the continuation of our PowerUP incentive program for WIOA enrolled youth. See more in section IV.

Workforce Integration Network (WIN) – a grant under the EDA Good Jobs Challenge. With other Northern area community colleges and adult education programs, we work to build and improve upon IET courses in construction and healthcare pathways, increase wrap-around supports for IET students, collaborate around work-based learning opportunities, and implement career coaching structures.

# New Mexico Adult Education Local Program Annual Report 2023-2024

## Informal partnerships:

DreamTree Project – supports out-of-school and housing insecure youth with education goals.

Holy Cross Medical Center – The bilingual benefits navigators employed by Holy Cross assist students in enrolling in Medicaid and SNAP benefits.

Las Cumbres – We partner to connect newly immigrated English Language Learners to education opportunities and English language classes.

Taos Immigrant Allies – a local, volunteer organization who is holding a community-based ESOL class one night a week run by volunteers. They are referring students to us who are looking for more intensive, academic instruction.

Recovery Friendly Taos – We partner to refer clients between our two programs.

Taos Community Action Team – a project of the WIN grant, this group meets monthly with training providers and employers with a mission to promote awareness of the value of skilled trades careers, help employers find and hire qualified tradespeople, collaborate with colleges to align courses and support instruction, and create short-term certificate programs to qualify job seekers for employment.

Taos Municipal Schools – We collaborate with the area high schools to assure supportive educational pathways for at-risk youth.

Taos Pueblo Recovery Works – Students affiliated with this recovery program opt-in to open communication between our two programs regarding their academic progress and attendance.

TaxAide/AARP – A volunteer with TaxAide/AARP has assisted our students in filing their taxes the last couple of years.

UNM-HSC's Health Extension Office - We are in the process of a collaboration aimed at building health literacy curriculum for adult education students.

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

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

### 1) **Career Pathways** implementation as measured by Post-Secondary Training and Credential Attainment

For the most part, normal levels of career pathways programming continued, inclusive of career exploration and career-contextualized instruction. A positive shift is that one of our math instructors and TECC advisor also serves as an advisor for the college. As his expertise grew over the last year, he was able to articulate and regularly promote the array of opportunities available at UNM-Taos. As TECC students graduate and enroll in post-secondary coursework, he becomes their primary advisor. This seems to be helpful for students making that transition, as evidenced by them frequenting his office for support. This was our second year on campus, and we have observed more of a "buzz" of possibility around college and training on the part of the students. Barriers seem to be less as we can walk interested students over to the admissions and financial aid offices. UNM-Taos faculty and staff frequent our space. Despite this, post-secondary enrollment rates for our graduates remained the same as the previous year—about 43%. We will not see the results of the minor shifts in career pathways focus over the last year on Table 5 (Post-Secondary Training and Credential Attainment) until next year's reporting period. This goal remains a focus for our program, given that we are not yet seeing summative evidence of increased enrollment in post-secondary education and training.

## New Mexico Adult Education Local Program Annual Report 2023-2024

2) *Utilizing TABE levels to tailor instruction so that we are more intentionally assuring students' academic progress as measured by **EFL Gains***

This goal became the focus of our work under the LEAD institute (see question 5b below). In analyzing our data for the previous three program years, we found that ABE students entering at NRS Level 2 in either math or reading had poorer outcomes (level gains, graduation rates) than their peers. In addition to a focus on instructional practice through a “back to basics” approach to explicit literacy instruction in the latter half of the year, we increased advising touch points with these students. We are currently in the process of developing a “student study” team structure in which we formally create, implement, document and analyze the effectiveness of interventions for students falling into this category. Interventions are inclusive of universal instruction, targeted instruction, and wrap around supports. This process also encompasses English Language Learners (ELLs), and specifically those we discover to have learning challenges or low literacy in their first language.

3) *The 3 IET components (AE, workforce prep, & occupational training) are extended to **IELCE** students in both a “pre-IET” format (taking place during regular instruction time) and in opening up already occurring IETs to upper-level ELLs.*

Challenges include ensuring that English proficiency is high enough for college level classes and subsequent career positions. In the intermediate class, students learned how to organize and write academic paragraphs and essays and practiced academic reading skills, including identifying meaning of vocabulary from context, inference, identifying main ideas/author’s intent, and locating details/support in non-fiction texts. Scaffolded instruction for English language learners is not yet a focus of most faculty, however it is not dissimilar to that needed for native speakers who need academic support: scaffolding key vocabulary, strategies for approaching academic texts, providing learners think time, consideration of the amount of direct instruction in each lesson, speaking speed, activating background knowledge, etc. We continued a conversation with the Early Childhood department on campus about creating an IET specific to English Language Learners in the community already working in early childhood care centers. A couple students expressed interest in the Community Health Worker program after learning about it, but one has not yet decided to enroll, and the other chose to train through a local community health organization.

Students in English for Speakers of Other Languages (ESOL) classes chose pre-IET areas of focus in Burlington English to study.

4) **Instructional practice-** *Assuring that program curricula aligns with College and Career Readiness Standards (CCRS) and English Literacy Proficiency Standards as applicable.*

All instructors continue to plan curriculum based on CCRS progressions. We emphasized the use of the CCRS during our beginning-of-the-year retreat. Through the intensive focus of building a single set of learning objectives (SSLOs) for all IET courses, due to the collaboration under the WIN grant, our IET instructor became very familiar with them and promotes the in-depth use of planning with the CCRS with the rest of our staff.

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

The IET work under the WIN grant has been very impactful for our IET staff. The **IET Institute** in the spring felt like it was a place to generate big ideas with fellow New Mexico AE programs who share similar challenges in implementing the model.

The **LEAD Institute by AIR** was very impactful for our co-managers. Key takeaways were strategies and the impetus for advocacy, the defining of a strong program goal, and strategic hiring practices.

## New Mexico Adult Education Local Program Annual Report 2023-2024

The conferences we attended, inclusive of **MPAEA, NMAEA, and COABE**, inspired our practitioners and brought new ideas from the field.

The monthly data meetings/professional development were very useful.

One of our ESOL instructors attended a **Color Vowel** training offered at CNM in the Spring. She will be utilizing this for her beginning level English language students in the coming year.

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

Given that we were year two in our new home on the main campus and our connections with college advising, alongside our continued efforts in career pathways programming, we had hoped that the percentage of Fall 2024 enrollment in post-secondary education and training would increase. It did not. However, anecdotally, the “feel” of possibility beyond HSE is palpable amongst our students. Graduates frequent our space for studying and moral support and are encouraging their friends. The access to UNM-Taos staff and the inspiring campus DOES incite conversation amongst students. To make the data needle move though, we need to continue to focus on career pathways programming in the coming year.

The LEAD Institute’s focus on the Learning in Action (LIA) plan really pushed our managements’ thinking around how to improve outcomes for our lowest level learners. The plan was introduced to the staff in this last program year and critical buy-in was created. The actual professional development that will target multiple aspects of our programming will occur in the coming year. Some of it, such as student study teams, has already begun.

### d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy? Based on your experience in 2023-2024, what assistance or support might you need to implement the policy and your plan in the future?

Our employees easily met the hours criteria outlined by NMHED-AE. The process of developing and adhering to the program learning plan for the year was very beneficial, though at times we lost site of the goals we had set for ourselves as other initiatives took priority. Reflecting on our successes and challenges in meeting the goals we outlined for the last year gives a renewed sense of commitment to the goals we have outlined for the coming year.

We ask that you continue to review these professional development priorities each program is identifying and build out learning opportunities based on the goals of the programs, as you already do. We also are not always aware of new directions or trends in Adult Education, so continuing to be responsive to that and providing subsequent opportunities for learning is very helpful. We appreciate the multiple modalities in which professional development is delivered—virtual, in-person, hybrid.

We like hearing from practitioners in New Mexico and do want to share best practices on which we are focusing in our instruction and program. We find it hard to commit to presenting at local conferences. I know funding is limited, but perhaps a monetary incentive either for the program or the individual might entice more engagement. In addition, bringing in more outside experts to New Mexico conferences, though expensive, could have a big impact on the collective knowledge base.

## Section II. Core Indicators of Performance 2023-2024

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

Number of NRS participants in PY 2023-2024 (Table 4, last row of column B) \_\_\_169\_\_\_

Number of reportable individuals in PY 2023-2024 (Table 2A, last row of column AD) \_\_\_41\_\_\_

Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students from Table 4, column B ) \_\_\_50%\_\_\_

<b>Performance Measure</b>	<b>PY 2023-2024 Negotiated Level of Performance</b>	<b>PY 2023-2024 State Goals</b>	<b>Program Performance 2022-2023</b>	<b>Program Performance 2023-2024</b>
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	33.5%	42%	58.2%	60.7%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	26.0%	32%	20.9%	20.0%
Employment Second Quarter After Exit (Table 5, first row of column G)	24.0%	42%	52.9%	57.5%

## New Mexico Adult Education Local Program Annual Report 2023-2024

Employment Fourth Quarter After Exit (Table 5, second row of column G)	25.0%	42%	54.1%	49.6%
Median Earnings Second Quarter After Exit (Table 5, third row of column G)	\$3,750	\$4,500	\$3,980.72	\$2,513.37



### Section III. Evaluation of Program Effectiveness

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

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

**Table 1**

5-year Enrollment Data

TECC 2022-2023 Retention and Persistence Rates				
Year	NRS Participants	Non-NRS Participants	Retention Rate (0 to 11+ hours)	Persistence Rate (12 to 40+ hours)
2021-2022	133	32	81%	77%
2022-2023	141	*40	78%	74%
2023-2024	169	*28	86%	79%

*\* IET students who tested into Level 6 and were therefore not eligible for services, as well as IET students who took an initial TABE assessment but for fall coursework in the next program year were removed from NRS Table 2A.*

Our retention rate was up somewhat considerably. It should be noted that our data practices did not change in this time. We keep any student in the LACES database who makes it to the enrollment phase of our onboarding. We attribute at least some of this increase to our advising and onboarding processes.

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.

We utilized the campus testing center as much as we could this year for pre- and post-testing students and calendared post-testing in advance with instructors. We were more efficient in post-testing as many students at the same time as possible, instead of making individual post-testing appointments with students once they reached 40 hours. We also made an effort to review student scores and the purpose of post-testing with students as they approached their 40-hour mark. Advisors also gave them their post-test results in a timely manner and connected their results to their readiness to take some or all of the HiSET. If students scored ABE 5 (or high 4) on either math or reading, we were able to submit that score for a test voucher, instead of also having the students take a practice test. We found students were equating/confusing TABE post-tests and HiSET practice tests. These efforts created a greater sense of purpose around TABE testing with our staff and students.

Though we met the post-testing rate requirement, IET programming has quite an impact on this metric. We do not currently post-test any of our IET students. If we removed our 34 IET students from the equation or chose to post-test all IET students, the rate would be closer to 60%.

3. Analyze how your program performed relative to the negotiated levels of performance and state goals. For each performance indicator, discuss whether your program met, exceeded, or fell short of these negotiated target levels and state goals. Please reflect on the reasons and support your answers with data.

Measurable Skill Gain (MSG) - **exceeded**. We went up slightly. One reason may be that our core staff has been working together for three years, which has offered consistency in quality programming and strengthened pedagogy/andragogy. Increased IET enrollment helped as our IET programs have strong persistence rates

## New Mexico Adult Education Local Program Annual Report 2023-2024

resulting in high outcomes. Efforts in post-testing were a contributor. We also brought intentionality back to using the TABE test with students to measure progress.

*Credential Attainment Rate - fell short.* 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 partners 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 2023-24 year we are identifying 43% of our HSE graduates as enrollees in post-secondary while with us or after graduating. Some of them are enrolling in associates degree programs, which is positive and exciting, but many of these degree pathways do not offer stackable credentials leading to immediate increases in earning power and completion will not populate Table 5. Getting students into career and training pathways that offer family and life-sustaining wages within a year of exit remains a goal for the coming year. We aim to see this metric go up after next year's reporting due to our efforts in the past year.

*Employment (Second/Fourth Quarter After Exit) -exceeded.* It is great that we exceed expectations, but we attribute this partly to the economy. Given that the median earnings are not meeting expectations, our students are getting jobs after graduating but not high-paying ones. This is related to our goals around career pathways programming and the work ahead for the coming program year.

*Median Earnings (Second Quarter After Exit) - fell short.* See above.

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

Median earnings and credential attainment rates are directly correlated. Our strategy begins with implementing our LIA plan developed during the LEAD institute. This targets outcomes for our students entering at level 2 in either math or reading. Aspects of programming aimed at increasing outcomes for these students include intensive advising, frequent check-ins, individualized learning plans, and targeted instruction on foundational literacy and numeracy skills. This will lead to more engagement in the education system, and tangentially, increased exposure to career counseling and pathways. This work will inevitably increase the quality of our program for all students, regardless of their entering Educational Functional Level (EFL).

Career Pathways programming efforts in the coming year will be two-fold. Administratively, we will continue to partner with employers and WIOA Title I to build and connect students with work-based learning opportunities. Instructionally, we will work to further contextualize academic instruction in careers (ones with family and life-sustaining wages) identified as in-demand through local and regional labor market data. We will also increase the frequency with which we de-mystify the college enrollment process and expose students to the college and training pathways available right there on campus.

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

**Table 2**

*5-year Enrollment Data*

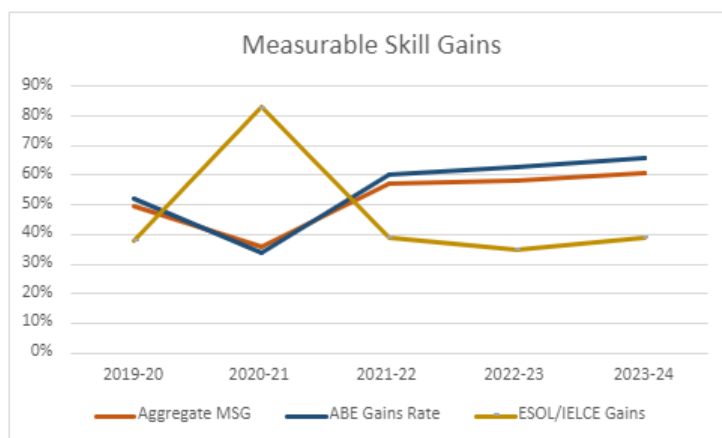
Enrollment 2019-2023			
FY	ABE	ESOL	Total
2019-20	86	21	<b>107</b>
2020-21	101	20	<b>121</b>
2021-22	113	17	<b>130</b>
2022-23	115	26	<b>141</b>
2023-24	136	33	<b>169</b>

# New Mexico Adult Education Local Program Annual Report 2023-2024

Our enrollment is up by almost 20%, which we attribute partly to the addition of NEDP and increased IET enrollments. Our ESOL instructor has also been recruiting in the community and building partnerships with local organizations. This increase in enrollment across the board seems to be in alignment with national trends.

**Figure 2**

*5-Year Measurable Skill Gains*



Aside from the interesting jump in ESOL gains and dip in ABE gains in 2020-21, MSGs have remained somewhat steady over the years. Steady at this level is good. However, we hope to see growth in this metric due to programmatic shifts and professional development as we explore how to increase outcomes for our lowest level learners. We have a steady group of intermediate ESOL students who have been attending regularly for the last 1.5 years, yet nearly 10% made no gains on the TABE Clas-e in PY23 in either reading or listening. They spent much less time on Burlington English than other students, so challenging these students with other activities/programs that will increase their weekly study time seems key to increasing our ESOL gains.

Other trends, such as post-secondary enrollment, credential attainment, and employment and wage metrics have been analyzed above.

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

For the last few years, we have consistently discussed “metrics” at the beginning of most of our weekly staff meetings. Depending on where we are in a session, we review enrollment numbers, attendance hours, and EFL gains. This discussion results in student follow-up, reflection on instructional practice, post-assessment structures, and marketing and outreach strategies. In December and May/June, we also review post-secondary enrollment which results in follow-up with students who have expressed interest in pursuing college or training courses in the coming semester.

At the end of each session, our administrative assistant creates a *session review* document for each instructor’s class. This tracks outcomes and attendance for each student in their class and is used to help managers and instructors analyze patterns in retention and persistence. These session reviews serve as an opportunity for growth and reflection.

The monthly reporting and data reviews with Katya Backhaus have been a welcome time to think through challenges, successes, and strategies for program improvement.

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

# New Mexico Adult Education Local Program Annual Report 2023-2024

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 2023-2024	Average FEDERAL FUNDS Expenditure per Participant, Excluding Administrative Costs
Outreach, intake, and orientation information	Career Service	266	\$2,513.30	\$9.45
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	210	\$1,826.24	\$8.70
Referrals to and coordination of activities with other programs and services.	Career Service	131	\$681.96	\$5.21
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	131	\$343.53	\$2.62
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	131	\$1,826.24	\$13.94
<b>Total:</b>			<b>* \$7,191.27</b>	
Integrated Education and Training (IET) programs	Training Service	46	\$1421.26 (Faculty stipend)	\$30.90

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

## New Mexico Adult Education Local Program Annual Report 2023-2024

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 partnered with local One-Stop staff to hold a joint enrollment fair on the UNM-Taos campus in early August 2023 and again in December, initiated by the One-Stop Operator. The DWS Pre-apprenticeship program that we were promoting to our students for work-experience resulted in a student being placed in our offices to manage our social media, outreach, and workspaces necessitated an MOU with UNM, paving the way for TECC to accept another student placement in the coming year.

Our monthly meetings with Title I partners that we once facilitated fell off late in the prior year due to low attendance and the sentiment that there were more partners and perhaps a different regularly occurring meeting that we could co-opt for the same purposes to be more efficient with everyone's time. The One-Stop Operator also laid out plans to have local and regional partnership meetings. These did not end up coming to fruition.

We continued referring students to the Title I provider for the PowerUp program, in which youth ages 16-24 are offered incentives for attending HSE classes and meeting academic progress goals. They can also obtain paid work experience while enrolled. We talked up the program to all cohorts of students throughout the year and most sessions, the local enrollment specialist held office hours in our space to enroll students. When she was not able to be present in our space, we referred students to her office at the One-Stop.

3. Each of the 4 workforce regions in New Mexico (Northern, Central, Eastern, Southwestern) must develop and implement its own Local Area Plan every four years. Local Workforce Development Board (LWDB) websites with links to Local Plans can be found here: <https://www.dws.state.nm.us/en-us/Workforce-Boards>. How did your program align adult education and literacy activities in 2023-2024 with your Local Area Plan? What's working well? What are your biggest challenges?

The fifth goal identified by the NALWDB is to *identify and remove barriers to employment and training*. IETs are a wonderful point of access for adult students who may be underprepared for college or career but ready to begin the path toward a family-sustaining career. Regardless of whether a student is still working to obtain their HSE or not, the IET model provides the academic instruction and support students need to access post-secondary training where it may otherwise feel inaccessible. If a student is still working on their HSE or not able to take a full course load, they are not eligible for federal financial aid. We are fortunate that WIOA legislation designates Title I training funds for this purpose. We work to both build and recruit adult ed students to these and other in-demand pathways at UNM-Taos, leveraging Title I funding to remove the cost barrier and as much as possible, connecting students to employment during or after their studies.

The third goal of the Northern Area LWDB (NALWDB) is to *strengthen their relationship with educational institutions and remove barriers to efficient pipelines*. We have built up the aforementioned PowerUp program and tie TABE level gain achievement to the opportunity for an incentive payout (\$100). Though we value and work toward the development of intrinsic motivation for academic goal achievement, money is a powerful extrinsic motivator for students and helps to entice them to make the space for their studies when full-time work persists as an enticing draw. The enrollment process for this program remains the first barrier to entry. Even when done in our spaces, the paperwork is cumbersome. It was difficult for students to complete the process outside of our space due to the busy schedule and occasionally dropped appointments on the part of the single enrollment specialist. We hope the next provider can find a way to work with federal requirements for enrollment while also making the process more accessible by reducing the volume and digitizing it. Unfortunately, we are still in the process of tracking down missing incentive payments for students who were enrolled in the PowerUp program. It has been frustrating to promote what could be a powerful opportunity, collect students' personal information while having them complete an arduous enrollment process, to then not receive any of the promised incentive money. Another inefficient pipeline in the last year has been the ETPL process. We worked with UNM-Taos administration to assure the proper paperwork for the ETPL was submitted and up to date in September 2023. The process was arduous with multiple emails and months passing before submitted ETPL paperwork was processed. Some of the paperwork was not processed until after spring enrollment dates, meaning no students could utilize Title I funds for tuition in the spring.

A fourth goal is to *facilitate active connection between apprenticeships/internships and employers and entrepreneurial opportunities* and their sixth is to *catalyze youth engagement with employment, training, apprenticeship, and internship opportunities*. We had high intention around a work experience focus in the last

# New Mexico Adult Education Local Program Annual Report 2023-2024

year and made some small strides. The DWS pre-apprenticeship program provided a great opportunity for a few of our students. We have started attending the employer/partner meetings under the WIN grant and taken advantage of various other community meetings in an attempt to build relationships with potential employers. We would like this to become a more robust aspect of our partnership with the new youth provider in the coming year.

## Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2023-2024 program year.

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

We frequently hold workshops during onboarding and coursework that incorporate career exploration. Upon entry, each student is assigned an advisor with whom they discuss career interests and ambition. Our TECC advisor, who also serves as a UNM-Taos adviser, is the expert-in-residence on available career paths at UNM-Taos and is able to share opportunities that exist on campus. Admissions and financial aid visit with each new cohort to discuss the enrollment process and how to pay for college and training. What we have yet to do well is to be diligent about ongoing career planning once a student has identified an interest or goal and to have organized, substantive transition conversations when a student is looking at graduation. The exception is for students who express interest in any of the pathways for which we have IETs. They have these conversations early in their time with us.

2. Did your program offer any Integrated Education and Training (IET) programs this year? If yes, please

provide a number of IET students that your program

34
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served in PY 2023-2024 (Table 11, first row of column B)

3. What percentage of your NRS students participated in IET programs \_\_\_\_\_ 20% \_\_\_\_\_

(use 2 and number of NRS participants from Section II)

4. Enter MSG rate of your IET participants \_\_\_\_\_ 197% \_\_\_\_\_

(Table 11, sum of first 5 rows of column G)

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

The new content instructor for CNA is returning for a second semester. He is a good fit for the adult ed instructor and welcomes the IET model. The adult ed instructor and CNA instructor are continuously finding new ways to integrate academic skills and CNA content together in a way that benefits everyone, instructors included. The adult ed instructor will be spending the whole day (8:00 am-5:00 pm) with the CNA class this semester (100% of class time).

After two CNA students did not come back to finish their HSE immediately after completing their CNA course over last summer, we came to the conclusion that when discussing IET enrollment with HSE students, we need to advise them to be mindful that taking an IET class before completing their HSE can make it harder to stay on track in their HSE work. One of the detractors, too, is that students who complete an IET but do not have their HSE cannot receive their UNM-Taos certificate, even if they can earn their state credential by passing their industry-recognized exam. This was very discouraging to one of our adult ed students who completed the CNA course. We will be pursuing this conversation to see if it can be changed at the University level, but for now we will just be making sure students thoroughly understand what they are signing up for.

## **New Mexico Adult Education Local Program Annual Report 2023-2024**

How we utilize TABE scores with IET students has been an ongoing, evolving conversation. Cut scores are being implemented by EMS and nursing staff. While helpful in that there is a certain level of reading comprehension that must be present to be successful in a class, even with literacy instruction built in, IETs are meant to increase access to post-secondary education, not restrict it. It is complicated if a student does not meet the cutoff score for CNA or EMT-B. One way that we successfully addressed this and increased access and opportunity for students who did not meet the cutoff score for CNA was by offering two weeks of pre-CNA reading comprehension class at TECC, instructed by the adult ed instructor for that IET. This is an evolving conversation as TABE will now not be required for IET students to be considered NRS participants.



# New Mexico Adult Education Local Program Annual Report 2023-2024

## 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.

HSE- We have five entry points for HSE students with most sessions averaging 8 weeks and mirroring the college's semester/8-week course schedule. Students entering at the beginning of each semester participate in a two-week (August and January) or one-week (October, March, and May) 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.

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.

NEDP- Clients can start at any point throughout the year. To manage enrollment, we hold information sessions with groups of potential clients once a month as needed. Once clients decide NEDP is the right choice for them, they begin the Diagnostic Phase by setting up a time to start the initial testing online or in-person. Erin Clark advises all clients through the Diagnostic Phase and works with Denise Trujillo to do initial assessments (CASAS reading & math and the essay). Once clients have fulfilled the requirements for the Diagnostic Phase, they are assigned to an assessor for the generalized assessment phase. TECC now has 5 NEDP professionals, 2 of whom are fully certified.

ESOL- ESOL onboarding mirrors HSE; we have four entry points throughout the year. Onboarding is 2-3 days, starting with an open house where we give an overview of the program and expectations. Returning students participate as well by helping us run the open house. On day two students who want to enroll come back to register, do initial screenings, have goal conversations, and start testing. Day 3 students come for a "regular" class. By the 2<sup>nd</sup> week, students finish up testing and integrate fully into classes.

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.

Having tried shorter and more frequent sessions (4 weeks) to allow for more entry points, we have found that the 8-week sessions allow for students to have multiple entry points throughout the year, but also have time to find consistency in their study schedule. In this time, they are able to accomplish multiple short-term and longer-term academic goals.

HSE class blocks are three hours in duration Monday through Thursday, with math and literacy happening on alternating days. ESL meets for 2.5 hours on Tuesday and Thursday. Students are offered the opportunity to complete optional "homework" outside of class through an online platform such as EdReady, Essential Education, or Burlington English. Most students do not choose or are able to supplement their class instruction on their own time, thus the longer class blocks. A study hall continues to be offered for HSE students once a week. Students take advantage of this for extra math support and study time as they near HiSET testing dates.

Universal classroom instruction is differentiated for the range of reading, writing, and math skills that students possess. There are two levels of classes for math and two for English Language Arts (ELA). When the group is smaller, the ELA instructors co-teach and provide differentiated instruction in that way. Under our literacy grant, qualifying HSE students are offered one-on-one tutoring or small group tutoring as necessary.

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.

During each onboarding, students participate in a barriers and supports workshop. During this time, they are surveyed as to their housing, medical, nutrition, and transportation needs. Depending on the needs expressed, we may hold SNAP and Medicaid enrollment office hours in our space, refer a student to the UNM-Taos Student



## New Mexico Adult Education Local Program Annual Report 2023-2024

Support Navigator whose office is now in our space on campus, or the student's advisor connects them to one of our community partners.

A new transportation option was implemented in the last year by the RTD Blue Bus. They now have an on-demand ride service that remains free through the coming fall season. It does not provide service beyond the population center of Taos, so we sometimes use donor funds to provide gas cards to students travelling from further away.

The Student Support Navigator has created a food pantry on campus in the last two years that has been well-used by our students. It has evolved to a beautiful resource center, and we are grateful that the campus has recognized the importance of adult education students having access to these services.

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 original learning progressions on syllabi passed to new instructors are rooted in the CCRS. The curricula we use for English Language Learners (ELLs), *Burlington English* and *World English*, are grounded in the ELPs as well. Our IET instructor has done the most work with the CCRS in the last year as she creates a *single set of learning* objectives for current IETs. Our instructors are largely entrusted with the responsibility of applying the standards as they develop lessons. They are not required to submit curricula/lesson plans for approval. Several have mentioned taking advantage of AI to help them develop lessons that incorporate the CCRS/ELPS, which has been a useful, time-saving tool. 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 and that are touted as best practice across our adult education programs in New Mexico continue to be our foundation for teaching, learning, and leading. New employees familiarize themselves with foundational concepts through an employee orientation housed on Google Classroom. There, instructors are encouraged to explore Training from the Back of the Room, Teaching Skills that Matter, and motivational coaching. 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.

Structured Literacy- With the shifts happening throughout the country and in New Mexico's K-12 reading instruction from Whole Language to Structured Literacy, the re-emphasis on explicit instruction in phonics & phonemes, especially with emergent literacy readers, has also become a priority in our program. Our literacy tutor training emphasizes this as a critical piece of our tutoring, and we screen tutors to make sure they want to learn more about and use this approach.

High Context/Low Context Cultures - Through UNM-Taos faculty and staff trainings in 2023-2024, we were introduced to the concept of high context/low context cultures and the importance of understanding them at a Hispanic serving institution like UNM-Taos. It's important to note that Native American cultures are also considered very high context. Very simply, academic settings tend to be low context: task oriented, focused on the individual, defined by agendas and schedules, and direct communication. High context cultures value the group over individualism, relationship building is important, and communication is not always linear or direct. Body language, status, and tone of voice are also important. Through this training, we are now cultivating a shared understanding with our staff, most of whom come from lower context cultures. Our hope is that this understanding will influence

## **New Mexico Adult Education Local Program Annual Report 2023-2024**

how our team approaches, responds, and manages situations with students, develops program policies, advises students, and applies classroom management strategies.

# New Mexico Adult Education Local Program Annual Report 2023-2024

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

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

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

1. Please indicate the number of IELCE students (12+ hours) served (Table 9, first row of column B): 33
2. Enter MSG rate of IELCE participants (Table 9, first row of column G) 39.39%
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1)

- Achieved Citizenship Skills 12%
- Voted or Registered to Vote 0%
- Increased Involvement in Community Activity 30%

4. Input the number of IELCE students that participated in IET programs 0

(Drill down to IELCE students from Table 9, first row of column B. Then **add** Table 11 and find number in first row of column B)

5. Enter % of IELCE students that participate in IET programs using data 0  
from 1 and 4.

6. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities using data.

English language learners at TECC supplement their in-person English language instruction by using Burlington English, which includes contextualized, targeted career courses featuring 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. Students can also check-out laptops, which increases their digital literacy skills while using the program.

Students increased their usage of Burlington English in 2023-2024 to 872.6 hours as compared to their usage in 2022-2023 of approximately 530 hours.

Two students were interested in doing a Community Health Worker Program. One decided to do CHW training through a local community health organization, which is not an established IET program, but is offered in Spanish. Another student was interested in preparing for CNA classes and took a language arts HSE class and an ESL class to prepare. Her husband discouraged her from preparing for college, so she shifted her focus to getting a job to gain some independence.

7. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that 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.

Increasing rigor of instruction and lengthening onboarding so students are clear on expectations of the program, our goal is to help students persist and prepare for next steps: better employment, HSE, further college and career preparation/training. Two of our ELLs have started the NEDP program to complete their HSE's; one student-client has entered the generalized assessment phase. The other is going to meet with a tutor weekly to help her increase her literacy skills to reach the cut score on the CASAS Reading Goals. With their HSE's, these students will have stronger academic skills and fewer barriers to further training and employment. A few students have indicated that they would like to take the GED in Spanish. With Essential

## **New Mexico Adult Education Local Program Annual Report 2023-2024**

Education's new Spanish GED curriculum, we plan to build weekly practice into the current class schedule and to create a cohort of students who can study together. Ideally, we would have an instructor or volunteer who speaks Spanish to give direct instruction and support to these students.

Another lesson we have learned is that our ELLs tend to stay with us for multiple years because they find community in our program. Some are older and retired and don't have career goals. Encouraging them to set goals is still important, but they look different than goals that lead them to economic self-sufficiency.

We are also finding a need to increase our literacy focus with ELLs, especially with our beginning group, including matching them with a tutor, when possible, for 1:1 instruction in foundational literacy skills, as well as English language class instruction. Our onboarding will include screenings to determine those with emergent literacy needs.

Many of our ELL students do not have social security numbers and are waiting to start the citizenship process once it is possible, such as when their U.S. born children turn 21. They have full, busy lives and have learned to navigate the U.S. system to make it work for them, but their status impacts their ability to work in in-demand, well-paid occupations because their access to training and jobs is limited. Several students have their own businesses cleaning homes. Others work in restaurants, health care, construction, or hotels. Economic self-sufficiency often means they are also working multiple jobs.

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

We continue to be challenged by supporting students without social security numbers. Our collaboration for IELCE students with our WIOA provider feels limited. 8 of 33 students shared a social security number when registering in 2023-2024; not having one is a barrier to accessing workforce services and resources. Erin Clark, the TECC manager who coordinates the English language programming, attended the IET Institute in Santa Fe in April 2024 to gather ideas about including ELLs in IET programming: current IETs at TECC are CNA, EMR, EMT. The size of our program limits our ability to meet the diversity of needs that could be met by an IET; it's not possible to build one IET for one ELL student who is interested in IT, for example. One student chose to go to Santa Fe Community College for an ECED certification in Spanish, which was required by her current employer.

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

Professional development in literacy for English language learners would be helpful: how do we identify ELL students with literacy needs and train volunteer tutors?

# New Mexico Adult Education Local Program Annual Report 2023-2024

## 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 2023-2024, just indicate N/A).

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

## IX. Fiscal Survey

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

1.  Please provide the total amount of expenditures from Section IV of FEDERAL FUNDS used during the 2023-2024 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

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.

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

Total hours contributed	Fair Market Value per Hour	Total
8	\$26	\$208

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

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

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

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

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

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

8.  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
5,785	\$2.67	\$15,445.95

# New Mexico Adult Education Local Program Annual Report 2023-2024

**Alternate option:**

Please cite the source document for the amount:

Please indicate institution’s building renewal and replacement allocation

# New Mexico Adult Education Local Program Annual Report 2023-2024

## IX. Fiscal Survey (Continued)

### A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2023-2024.

Source	Amount
UNM-Taos' WIN Grant Nina Bar-Giora's salary/benefits as Education & Development Specialist (TECC science/career pathways, IETs-CNA, CHW, EMT-B, EMR)	\$49,585
Donors	\$2,280

### B. Program Income Activities

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

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount