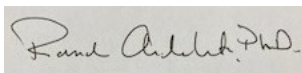


**Annual Program Report  
Cover Page**

Program Name:	<b>Taos Education &amp; Career Center</b>	
Institution or Organization:	<b>UNM-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>	
New Mexico Counties Served:	<b>Taos &amp; Western Colfa</b>	
Program Director, Manager, or Coordinator Name and Title:	<b>Erin Clark, Education &amp; Development Manager</b>	
Contact Information:	Phone(s):	<b>575-737-3729</b>
	Email:	<b>erinlclark@unm.edu</b>
Alternate Contact Name and Title:	<b>Kylee Shipp, Program Manager</b>	
Contact Information:	Phone(s):	<b>575-737-3735</b>
	Email:	<b>kshipp@unm.edu</b>



9.3.24

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

**DATE**

Dean of Instruction, UNM-Taos

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**Typed Name and Title:**

# NMHED Adult Literacy Program Annual Report 2023-2024

## Narrative Questions

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

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

Highlights include hiring a part-time literacy instructor in March with extensive experience in developmental literacy instruction and a well-developed cultural competency. She has been working 30 hours a week developing tutor training materials, running workshops, and meeting with students 1:1. We also hired a second instructor, working five hours a week in Peñasco, to help us expand our services in that area. She has been tabling at events and has connected with a local community center in Peñasco, The SPOT, which offered us instructional space in their computer lab. We also made some initial contacts with the library in Questa about using space there.

We doubled the number of literacy students we served from the previous year and tripled the number of student goals met. We went from 1 to 3 volunteer tutors and have started training 3 more for 2024-2025.

We have refined our processes for screening tutors to find those who are interested in working with students on foundational literacy skills, especially phonics, with a culturally sensitive and student-centered approach. Our ABE 1 & 2, HSE students have also been able to utilize literacy tutoring services to supplement classwork and build foundational skills

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

Our main challenge continues to be staffing. We finally hired a .75 FTE literacy coordinator to replace our previous literacy coordinator, but after 6 months we realized this person was not the right fit for the position and let her go. However, during that 6-month period we also hired the part-time instructor mentioned above who had recently moved to Taos. We are re-posting the literacy position at 1.0 FTE (.75 literacy & .25 IET) in August 2024, and she plans to apply. In the meantime, under her current contract, she has helped recruit 5 volunteer tutors and started

## NMHED Adult Literacy Program Annual Report 2023-2024

training them in phonics instruction. There has been no disruption in our literacy services. We hope to have the new literacy position filled by September 2024 to continue the regrowth and expansion of our literacy services.

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

Modalities have included 1:1 tutoring, a language arts foundations class for some ABE 1 & 2 HSE students, and online literacy development with MindPlay on Essential Education. The populations we served are HSE students, community members with literacy and numeracy goals, some of whom would ultimately like to be on track to finish their HSEs, and adults with disabilities. We are expanding our tutoring services as discussed in question 2.

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

TECC serves all of Taos County, which takes is North Central New Mexico to the Colorado border and Angel Fire, which is part of Colfax County. It has been our plan to expand services to Peñasco and Questa for the last few years but the turnover in literacy coordinators has not created enough consistency. Now that we have a part-time instructor in Peñasco and a workspace, the pathway is much more promising. It will take time and effort to gain a foothold. Peñasco is a small, tight-knit community. Access to Wi-Fi and technology tools are limited. A community member who has expressed interest in working with our tutor does not have a cell phone or Wi-Fi. We also have a new NEDP student in Peñasco.

Questa will perhaps be an easier place to expand our services. The library, a community gathering spot, has informally agreed to us using space there after 12pm. We have held HSE classes there in the past through the support of the Chevron Corporation. Last year we had several students from that area and even further north travel up to an hour to the main campus in Taos to take classes and complete their HSEs. Services in Questa would also be more convenient for potential students in Red River.

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

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The space at the Questa library is a purely informal agreement at this point. We are in the process of signing an MOU with The S.P.O.T. in Peñasco for use of their computer lab, an instructional space, and an office space for the instructor.

### Other informal partnerships

Holy Cross hospital has referred an employee to us for workplace literacy services. She qualifies for services under this grant and in addition to receiving direct literacy instruction, she is getting support with an online course and exam she needs to take in order to keep her position at the hospital.

Las Cumbres has referred immigrant members of the community who need literacy and language support.

The Department of Vocational Rehabilitation refers potential students to us, and we refer students to them for evaluation services.

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

Our most recent literacy coordinator and part-time literacy instructor attended MPAEA in May. Several of our team members went to COABE in Nashville and attended literacy workshops on topics that included coordination of volunteer tutors, program development, and training materials for volunteer tutors that have since been used to help create tutor training materials.

Robin Schuett-Hames, one of our ESL instructors, did the color vowel training through CNM, which has some literacy applications in phonics/phonemes with our English language learners.

Kylee Shipp and I both participated in the LEAD Institute for Adult Educators during which we developed a “Learning in Action Plan” (LIA) to serve our ABE 2 students more equitably. We plan to do the following:

- Implement a professional development series/community of practice to increase developmental literacy and learning disability expertise amongst ALL staff- instructional and peripheral alike.
- Revise our intake and onboarding process to better identify and serve students with developmental literacy needs in the first two weeks of our program to promote retention.
- Formalize wrap-around support structures and partnerships that complement a students’ educational endeavors (advising, DVR, student supports, etc.).

## **NMHED Adult Literacy Program Annual Report 2023-2024**

And while not a focus of the data we reviewed for our LIA, we believe our LIA will impact our English Language Learners who demonstrate a need for developmental literacy instruction in addition to the language acquisition they are seeking.

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## Data Questions

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

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

Student: Student Calendar Hours Report						8/7/2024				
<b>AgencyID:</b> 39667559			<b>School District / Agency:</b> UNM-Taos Literacy							
<b>Report Statistics</b>		<b>Dates Between:</b> 07/01/2023 AND 06/30/2024								
<b>Total number of students:</b> 8		<b>Total students w/ non-zero hours:</b> 8								
<b>Average Total Hours:</b> 46.01		(Average calculated using students w/ non-zero total hours)								
<b>Maximum:</b> 89.95										
<b>Minimum:</b> 18.55										
<b><u>Total Hours of All Students</u></b>										
Instruction	Computer	Preparation	Travel	Other	TOTAL					
303.65	5.80	46.50	0.00	12.15	368.10					
<b><u>Instructional Hours Numerical Breakdown:</u></b>										
Total Hours:	<b>&lt;12</b>		<b>&gt;=12</b>							
# of Students	5		6							
Total Hours:	<b>&lt;=10</b>	<b>&lt;=20</b>	<b>&lt;=30</b>	<b>&lt;=40</b>	<b>&lt;=50</b>	<b>&lt;=60</b>	<b>&lt;=70</b>	<b>&lt;=80</b>	<b>&lt;=90</b>	<b>&lt;=100</b>
# of Students	3	2	3	0	1	0	0	2	0	0
Total Hours:	<b>&lt;=110</b>	<b>&lt;=120</b>	<b>&lt;=180</b>	<b>&lt;=240</b>	<b>&lt;=300</b>	<b>&lt;=360</b>	<b>&lt;=420</b>	<b>&lt;=480</b>	<b>480+</b>	<b>Total</b>
# of Students	0	0	0	0	0	0	0	0	0	11

Note: # of students measured between the total hours. For example, <=20 counts # of students where (10 < # of Students <=20)

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

In our grant proposal, we anticipated that we would be able to serve 100+ students a year:

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*As of March 2023, TECC is serving 78 students who are primarily working towards their HSE credential and who scored at a 6th grade level or below on the TABE in either math or reading. Of that group 42 or 53% scored at a 3<sup>rd</sup> grade level or below. There are 2 additional students who are working on foundational literacy skills. Thus, 67 of 80 or 84% of TECC students qualify for literacy support.*

*These numbers do not include TECC's English language learners, some of whom would also qualify for literacy support. A local community organization, Las Cumbres, has recently approached TECC about serving Spanish-speaking members of the Taos community who have emergent literacy skills in their native language. TECC could serve these students in a small group instructional setting in our ESOL program with bilingual materials. Of TECC's current group of 15 ESOL students an additional 2-3 may benefit from literacy support along with English language instruction.*

*TECC hopes to increase the number of learners currently served to 100+ per year as our enrollment numbers have continued an upward trend since the height of the COVID pandemic.*

However, in 2023-2024, we began to shift the focus of the students we provide intensive literacy support to, to those who test at ABE 1-2, or 3<sup>rd</sup> grade or below, because the data has shown us that they are the most vulnerable. This support includes 1:1 tutoring in explicit reading instruction like phonics & phonemes, fluency, reading comprehension, and vocabulary.

The shift is largely based on our LIA through which we found the following:

- Students entering at levels 1 and 2 had outcomes at lower rates than students at levels 3, 4 and 5.
- Students who entered at a level of 1 in either math or reading spent significantly less time in our program before exiting than did students in any of the other levels.
- Students entering with an EFL of 2 in reading or math spent more hours than level 1 students but separated before achieving an outcome at a higher rate than students at any other levels.
- The group with the highest percentage of HSE attainment is level 3, and lowest is level 1. Students who did not attain their HSE had longer breaks from the program at almost all levels.
- In FY23-24, as of 3/9/24, 26 students had EFLs of ABE 2 in reading or math. 24/26 reached 12 hours of instruction. 22/26 reached 40 hours of instruction. 11/26 achieved at least one MSG.

The data shows us that our ABE 2 students are attending and motivated but are achieving gains at lower rates. They need more support to be successful. Serving these students through literacy funds and documenting their work only in the literacy database will address the disparities in TECC's outcomes for level 2 students, and it will also allow these students to see themselves making progress towards education and career goals through the process of setting and

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achieving personalized goals in ways that the TABE is not showing . It will increase the numbers of students we are serving with literacy funds, albeit not as many perhaps as we originally stated in our 2023 grant. The *Goals Met* and *Tutoring Hours* will also increase. Also of note, our ABE 1 students often have unique circumstances and have already been placed with a tutor and are already being tracked in the literacy database.

In 2024-2025, we also plan to do an initial screening of English language learners to identify those who have emergent literacy needs and put them directly into the literacy database. They will be working with literacy tutors in addition to taking classes, and all hours will be captured in the literacy database.

With a literacy coordinator in place by September 2024, we will also have the capacity to recruit more ABE 1-2 students and trained tutors to support them.

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

Tutor Calendar Hours Report						8/7/2024
<b>AgencyID:</b> 39667559			<b>School District / Agency:</b> UNM-Taos Literacy			
<b>Report Statistics</b>		<b>Dates Between:</b> 07/01/2023 AND 06/30/2024				
<b>Total number of tutors:</b>	50	<b>Total tutors w/ non-zero hours:</b>		3		
<b>Average Total Hours:</b>	60.88	(Average calculated using tutors with non-zero total hours)				
<b>Maximum:</b>	64.70					
<b>Minimum:</b>	56.20					
<b><u>Total Hours of All Tutors</u></b>						
Instruction	Computer	Preparation	Travel	Other	TOTAL	
182.65	0.00	0.00	0.00	0.00	182.65	

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



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## STUDENT: Goals Met in Time Period by Type

08/07/2024

**Agency Name:** UNM-Taos Literacy

**Date Range between:** 07/01/2023 & 06/30/2024

**Description:** Report runs on the selection of students in the list view and includes the number of goals met in the specified time period, broken down by goal type with the total number of goals met within each type. Parameter for goal met date range.

**Total Number of Goal Types:** 2

**Goal Type**

Economic Goals

Goal Keyword	Number of Records
Complete job application or interview	1
Other economic goal	1
<b>Total Number of Records:</b>	2

**Goal Type**

Educational Goals

Goal Keyword	Number of Records
Improve digital literacy skills	1
Improve English language proficiency	1
Improve math skills	2
Improve reading skills	4
Improve writing skills	2
<b>Total Number of Records:</b>	10

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

### Tutor Calendar Hours Report

8/7/2024

**AgencyID:** 39667559

**School District / Agency:** UNM-Taos Literacy

**Report Statistics**

**Dates Between:** 07/01/2023 AND 06/30/2024

**Total number of tutors:** 50

**Total tutors w/ non-zero hours:** 3

**Average Total Hours:** 60.88 (Average calculated using tutors with non-zero total hours)

**Maximum:** 64.70

**Minimum:** 56.20

**Total Hours of All Tutors**

Instruction	Computer	Preparation	Travel	Other	TOTAL
182.65	0.00	0.00	0.00	0.00	182.65

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

For the last 2 years, we have not been operating at the capacity we desire due to staffing issues that have limited our ability to recruit students and volunteers and to grow our program. The data from 2023-2024 is more promising. We served 8 students in 2023-2024 compared to 4 in 2022-23. And the growth is continuing.

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

More volunteer recruitment to reach more students. We are finding the right tutors are just as important as the number of tutors we have. Our adult literacy students are the most vulnerable. Tutors that are open to phonics training and that are willing to listen, respect, and be guided by students and their goals are really key to program growth and success.

We also want to focus on student recruitment: tabling at community events, working with community partners to broaden the awareness in the community of the literacy services we provide, radio advertisements, and hiring local community members. We know there is a need. As we indicated in our grant proposal:

*The following is derived from the Institute of Educational Sciences (IES), National Center for Education Statistics (NCES), and Program for the International Assessment of Adult Competencies (PIAAC).*

**Taos:** Percentage of populace at or below Level 1 Literacy (3<sup>rd</sup> Grade Literacy): 29%.  
Percentage of Populace at or Below Level 1 Numeracy (3<sup>rd</sup> Grade Numeracy): 40%.

**Questa:** Percentage of populace at or below Level 1 Literacy (3<sup>rd</sup> Grade Literacy): 29%.  
Percentage of Populace at or Below Level 1 Numeracy (3<sup>rd</sup> Grade Numeracy): 40%.

**Peñasco:** Percentage of Populace at or Below Level 1 Literacy (3<sup>rd</sup> Grade Literacy): 29%.  
Percentage of Populace at or Below Level 1 Numeracy (3<sup>rd</sup> Grade Numeracy): 40%.

And as mentioned previously, we will be providing more direct literacy support to ELLS.

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

Adding our Level 1 ELLs to our literacy database and track their attendance and progress there will increase enrollment.

For more development in the outlying areas of Questa and Peñasco, we would need to have additional funding to hire two part-time instructors @ 5-10 hours a week x \$30 per hour

## **NMHED Adult Literacy Program Annual Report 2023-2024**

=\$20,000, approximately. It would also be ideal to have one paid part-time literacy tutor at our main program site who would expand our capacity to recruit through community partnerships, promote program quality and consistency, and provide professional development around literacy instruction. A part-time contract for this work would cost 20 hours a week x \$30 per hour = approximately \$26,400. To make this a .5 staff position, which would be ideal, would cost approximately \$38,500. Staff positions attract more qualified candidates due to the benefits and consistent salary.

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## Financial Expenditures

Please provide the following information about your financial expenditures.

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

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

Source	Amount
Federal AEFLA funding for students in HSE classes and populating the ABE database but below an NRS level 3.	\$13,373 instructor salary/benefits

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## Student Needs and Satisfaction Questions

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

1. Describe the processes used to collect information regarding student needs, goals, and satisfaction.
  - Students are paired with a tutor, who, along with the literacy coordinator:
    - Prioritize relationships and create a safe space where students feel they can communicate honestly and be heard.
    - Practice active listening and confirm understanding of what is being communicated
    - Guide students to set goals and learning focuses and assist them to:
      - Break down long term goals into short term steps, ~1 month in duration
      - Make goals SMART
      - Use a checklist of ideas to offer scaffolding if needed
  - Students are offered emergent literacy evaluation to establish gaps and strengths in:
    - phonemic awareness
    - single sounds
    - common double sounds
  - Students are observed for the following factors which could potentially limit access to learning, asked about their learning experience, and offered options, modifications and accommodations as necessary.
    - vision (glasses, print size).
    - hearing
    - learning differences
    - fatigue
    - stress
  - Tutors check in often and ask students:
    - what they want to work on
    - how things are going
    - how they feel they are tracking towards their goals
  - In classes, instructors provide feedback forms to assess how student learning needs are being met
2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.
  - Our students have self-reported through advising conversations and goal sheets a need for support in the following areas:
    - Phonemic Awareness
    - Phonics and decoding

## NMHED Adult Literacy Program Annual Report 2023-2024

- Writing strategies
  - Grammar
  - Reading strategies
  - Math
  - English Language
  - Technology
  - Life Administration
  - Connection with community services
  - Soft skills
3. How does your program help students meet these needs and goals?
- We provide:
- 1:1 emergent literacy tutoring support
  - Literacy classes
  - NEDP – alternative pathway to higher education
  - Access to resources both physical and online
  - Advising
  - Referrals to wrap-around supports
  - A safe and reliable, student-friendly environment
4. What do you plan to do in the upcoming program year to improve the processes that you use to collect and analyze student needs, goals, and satisfaction?
- Use the LACES literacy database to more accurately record and capture the following information in one central area: student goals and progress towards them
  - Observations
  - Document information volunteered by students pertinent to their educational journey
  - Evaluations
  - Ask for documentation (IEPs, 504s) of disclosed learning differences
  - Update our current student goal form to be more user-friendly and split it into two parts.
    - One for tutors to use as a guide and framework to support and scaffold students needing assistance in generating SMART goals for their learning.
    - The second for the student to record, date and sign in an easy-to-use format.
    - Trial implementation of a cell phone-based app that has a diagnostic function and provides reports on student skillsets and progress.
1. What do you plan to do in the upcoming year to improve students' ability to meet their goals and improve their satisfaction with your services? How can NMHED help?
- Reestablish a volunteer tutor program and train tutors from the community to be effective in developmental literacy instruction to serve our student population in a 1:1 capacity.

## NMHED Adult Literacy Program Annual Report 2023-2024

- Design effective and explicit lessons based on the College & Career Readiness Standards that relate directly to student goals and program outcomes for emergent literacy students.
- Create a culture of attendance, participation and educational risk-taking which results in the development of a safe, fun and motivated learning community.

We are excited to have Carrie Cannella in the role of the Propel Literacy Coordinator and look forward to collaborating with experienced literacy programs around the state. Over the last few decades in education, the focus has been on the whole language approach to literacy. Thanks in part to COVID, structured literacy, based on the science of reading, is now viewed as a more effective approach to literacy instruction, especially for emergent literacy learners and readers with learning differences. Professional development specifically on structured literacy that literacy coordinators could also use with tutor trainees would be welcome.