

New Mexico Adult Education Local Program Annual Report 2024-2025

Annual Program Report Cover Page

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Workforce Region(s) Served:	Northern	
New Mexico Counties Served:	Taos and Western Colfax	
Submission Date:	September 8, 2025	
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9.8.25

Signature of the Chief Executive Officer or Designee

Date

Randi Archuleta, Ph.D., Dean of Instruction

Typed Name and Title

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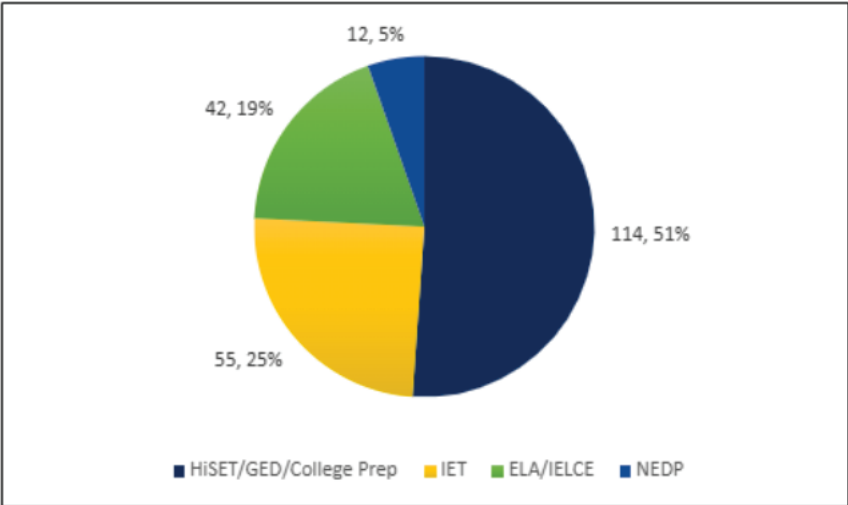
Section I. Program Narrative Report

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 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/452051>.) 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 served over 200 students this last year, a 28% increase from the previous year. We attribute this increase to a growth in IET programming and an increase in our English Language Learner (ELL) population. Figure 1 below shows the breakdown of participants by program type.

Figure 1
Participants by course of study, 2024-2025



Nestled just 8 miles south of Taos, TECC serves as the only adult education program in Taos County. Taos itself, the economic hub of the county, has a population of around 6,500, while the nearby Taos Pueblo has 1,300 residents. Together, these communities are part of a larger population of 34,000 in the county. Some students seeking our services are as far as 60 miles away.

In the 2024-25 academic year, our students identified as 72% Hispanic, 17% White, and 10% as American Indian. Alongside a wealth of life experience and cultural diversity, many of our students enter adult education facing significant challenges, just one of which is low literacy levels—54% tested at or below NRS 3 (6th-grade level

Equivalent) in reading or math upon entry. Other common challenges include childcare, transportation, housing insecurity, mental health concerns, and food scarcity. An important part of our programming is partnering with the college, community organizations, and the student to minimize these barriers to education and career.

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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. We were able to hire a highly qualified staff member for our literacy position in Fall 2024. She worked to rebuild our volunteer program, bringing on 9 tutors. In March 2025, we hired 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 few students. We look forward to continuing to provide in-person and remote services to Peñasco residents, as well as Questa, in the coming year. This expansion of services is included in part of our 5-year strategic plan, with a renewed effort at conducting a thorough needs assessment in these communities as part of our first phase.

To make the literacy coordinator position full-time, .25 of her position encompasses IET. Due to low permit-passing rates in the Commercial Driver's License (CDL), we partnered with the Career Technical Education (CTE) department to add CDL to our IET programming.

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 2025-2026 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. On a limited basis, we also started providing an evening study time for students who were motivated and showed commitment.

NEDP has worked well for adult students who are working full-time, living in areas too far away from campus to attend classes, and/or are taking care of families. Enrollment in the program decreased as we tightened up our screenings to ensure that it was the right fit for potential clients. We currently have 4 active clients and worked with 12 in PY24-25. Three of the 12 clients started with NEDP and opted to take the HiSET after diagnostic testing showed they were test ready, and they have since graduated. We have also simplified our process. Erin Clark screens, advises, and assesses clients, and Kylee Shipp does the portfolio reviews. Three more staff members, who started the NEDP training, have taken on tutoring roles.

Because we hired a literacy coordinator, we had the capacity to add additional programming for students who couldn't attend in-person classes but were motivated to prepare independently using Essential Education. After doing diagnostic testing, they met with an advisor or tutor every 1-2 weeks as needed. Four of our graduates completed their HSE this way.

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 essays, formal emails, resumes, and cover letters while focusing on word processing skills. IET students in the CDL class use phone apps and websites for study tools. 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. A few HSE and E students are receiving 1:1 support from volunteers with digital literacy skills and to overcome their anxiety towards technology.

We continue to provide computers for check-out and support with internet as much as possible. We added a cell phone-based application, Cell-Ed, to our literacy and ELA programming, in addition to Essential Education and Burlington English. The aim was to better address digital equity; 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. We found English language learners used Cell-Ed most at nearly 180 hours.

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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:

Northern Area Local Workforce Development Board (NALWDB) – The MOU between UNM-Taos and the NALWDB continues to be effective through June 30th, 2026.

Workforce Integration Network (WIN)– We continued collaborative work under the WIN grant, an EDA Good Jobs Challenge grant. We were able to add two more IETs—Commercial Driver's License (CDL) and Phlebotomy.

Informal partnerships:

DWS' Pre-apprenticeship program – One student completed a work experience placement at a recovery center while finishing her HSE.

DreamTree Project– At Northern New Mexico's only youth shelter, pursuing education is a requirement. We work closely with counselors to ensure a supportive environment for youth to meet their personal and educational goals.

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

Sin Fronteras – provides social and education support services to immigrants in the community.

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

Taos Immigrant Allies – refers students to us who are looking for more intensive English and career preparedness classes.

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. This has proven to be the most opportune time to connect with our Title I partners.

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.

5. Your program was required to submit a Program Professional Learning Plan for the 2024-2025 program year. 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 2024-2025:
 - a. What were your PL priorities in 2024-2025 and generally speaking, how did you address them?

1) *Utilizing TABE levels, especially for those who score at ABE 3 or below, to tailor instruction so that we are more intentionally assuring students' academic progress as measured by EFL Gains.*

We made some strides toward this goal, in that our weekly student conversations became more in-depth and focused on wrap-around supports as well as academic supports for individual students. Due to the growth in our literacy programming, more students were able to be paired with a one-on-one tutor which supported their literacy and/or numeracy development. Despite the shift to a HiSET subtest being counted as an MSG this last year, resulting in

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lowered post-test rates, we continued to be diligent about post-testing our less-ready students to help them measure progress and for us to have reliable data for this goal. Here's what we found: More than half or 97/181 (54%) of our ABE students scored NRS 3 or below on one or more TABE assessments. In that group, 33 or 34% achieved an MSG either on the TABE or by passing a HiSET subtest. 13/33 achieved an EFL (Educational Functional Level) through the TABE and passed a subtest. 9/33 completed their HSEs. 10/33 didn't post-test on the TABE but passed a subtest. It's clear that TABE levels do not give us the most complete picture of students' test readiness. We found that having the option to either post-test students and/or encourage them take a subtest is motivating.

2) Career Pathways implementation as measured by Post-Secondary Training and Credential Attainment

While we won't have this data from Table 5 until next year, we made strides in our data practices to assure validity in our measurement tool. Practices include increased knowledge of who populates Table 5, as well as follow-up practices. More importantly though, is what students experience while they are with us. We strived to offer contextualized curriculum, such as a medical pathways unit in our science course. We continued to have the college admissions and financial aid offices meet with students, promoting a warm hand-off when they became ready for next steps. Our students had the option to explore the IET offerings. One of our advisors continued to be the primary advisor for TECC graduates who began degree or training pathways. This lent a level of support and familiarity, that at least anecdotally, continues to help students succeed in their first semester. Despite this, post-secondary enrollment rates for our graduates seem to have dropped from 43% at this time last year to just 33%. This goal remains a focus for our program in the coming year, with plans for focused transition advising, exposure to college and training opportunities throughout a student's time with us, increased contextualized curriculum, and lessons aimed at "demystifying" post-secondary education processes to increase interest and a sense of belonging.

3) Instructors have adequate training, support, and equipment to provide distance or hyflex learning.

This past year, we did not see a demand for HyFlex learning in either our HSE or English for Speakers of Other Languages (ESOL) programs. Instead, our focus remained on strategically referring students to the NEDP and using a more intentional screening process to ensure the program was the right fit. Through this approach, we discovered that many students were nearly ready for the HiSET exams but unable to attend daytime classes due to work commitments. To address this, we provided Friday and evening options, which allowed those students to continue progressing toward their goals through a combination of Essential Education and instructor support. Seven of our graduates followed that path.

4) IELCE students have access to IET programs and are encouraged to enroll.

Challenges include ensuring that English proficiency is high enough for college level classes and subsequent career positions. In the intermediate class, students 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. They created a newsletter after being assigned specific roles, such as journalists and editors, and collaborated with the beginning class, who surveyed other students and community members about their breakfast preferences and synthesized the information into graphs and charts. Students boosted their digital, academic, collaboration and workforce skills through this project. IELCE students can also choose pre-IET areas of focus in Burlington English to study. Many of the students interested in joining IET's also need to complete their HSEs. We are adding a specific GED prep class for IELCE students.

- 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 MPAEA conference in Albuquerque was both timely and energizing for our team. Our language arts instructor shared that the learning she engaged in while there has directly informed and enhanced her instructional practices. One of our managers, who also advises students, completed the course in motivational coaching in the spring, and it has enhanced her communication and perspective on student support. It regularly informs her approach to student conversations. Monthly data meetings and ongoing professional development continue to be valuable for our data technician, providing consistent support and insights. Additionally, the IET Institute in Santa Fe offered our new IET

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instructor a much deeper understanding of the workforce preparation requirements integral to IET. As a result, meaningful conversations and planning have begun to strengthen this component of the CDL program. The institute also created an opportunity for CDL and adult education administrators to collaborate, learn more about the components of a quality IET, set goals, and build an evaluation plan, ultimately strengthening the effectiveness of the new IET program at UNM-Taos.

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

Our goals evolved throughout the year. The distance learning goal did not end up holding as much of a priority as it did when we wrote our plan. The ongoing goal focusing on lower-readiness students evolved as we gained expertise and capacity through strategic hiring practices. We found this PL Plan helpful in forming our five-year strategic plan required by our college, in which we retained and expanded upon the long-term goals 1,2, and 4 to map out the critical steps to take place each year. For example, goal 4 requires a needs assessment and the building of close partnerships within the college. So, while we did not make many strides toward this in the last year, we now have a path forward with more clearly defined actionable steps.

d. Do you feel your program was able to implement the NMHED-AE Professional Learning Policy?
Based on your experience in 2024-2025, what assistance or support might you need to implement the policy and your plan in the future?

Our employees easily met the criteria outlined in the Professional Learning Policy between attendance at regional conferences and institutes, and local professional development efforts. We know Propel staff is working hard to meet the needs of programs across the state and we look forward to participating and partnering with state leadership to move the field forward.

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Section II. Core Indicators of Performance 2024-2025

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 2024-2025 (Table 4, last row of column B)	223
Number of reportable individuals in PY 2024-2025 (Table 2A, last row of column P)	66
Post-testing rate (Table 4B, last row of column B to number of NRS participants minus number of ABE Level 6 students minus number of Alternatively Placed participants from Table 4, column B)	39%

Performance Measure	PY 2024-2025 Negotiated Level of Performance	PY 2024-2025 State Goals	Program Performance 2023-2024	Program Performance 2024-2025
Measurable Skill Gain, MSG (Table 4, Grand Total of last column)	40%	56%	60.7%	70.89%
Credential Attainment Rate (Table 5, last row of column G). If last row of column B is 0, input N/A	31%	43%	20.0%	43.33%
Employment Second Quarter After Exit (Table 5, first row of column G)	41%	44%	57.5%	56.25%
Employment Fourth Quarter After Exit (Table 5, second row of column G)	41%	45%	49.6%	50.79%
Median Earnings Second Quarter After Exit (Table 5, third row of column F)	\$4,600	\$4,600	\$2,513.37	\$3,837.25

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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 2023-2024 based on your data for NRS and non-NRS participants. Make sure to include the discussion of reasons for the trend.

Table 1
3-year Retention and Persistence Rates

TECC Retention and Persistence Rates				
Year	NRS Participants	Non-NRS Participants	Retention Rate (0 to 11+ hours)	Persistence Rate (12 to 40+ hours)
2022-2023	141	*40	78%	74%
2023-2024	169	*28	86%	79%
2024-2025	223	*42	84%	82%

**We removed from the list generated by NRS Table 2A IET students who took an initial TABE assessment in Spring of 2025 but were testing for Fall coursework in the next program year.*

Our retention rate remained high and about the same. Our persistence rate went up slightly, and while there is not much difference from the previous year, we do think implementing the practice of HSE students taking a subtest within four weeks of entry provided some motivation to students to persist.

- 2. Present an overview of your efforts to increase post-testing rates including strategies that you used. If your post-testing rate is below the 60% required by the NM Adult Education Assessment Policy, explain the reasons and plans for improvements.

Given the shift in program year 2024-2025 that students achieve an MSG with the passing of a HiSET subtest, we chose to not post-test higher-ready students as frequently as in past years. We continued post-testing lower-ready students to aid in monitoring their progress. Overall, our MSG rate is 76.24%. Moving forward, we plan to start utilizing alternative placement with GED or HiSET practice tests, starting with returning students who have nearly completed their HiSET or GED and scored well. This will lower the denominator of students who need to be post-tested, potentially raising our post-testing rate. Performance on GED/HiSET practice tests is also a clear indicator of test readiness, and our hope is that it will be more relevant and motivating for returning students to see a direct link between their practice test and their readiness to test.

IET programming has quite an impact on this metric. We do not currently post-test any of our IET students. If we removed our 55 IET students from the equation, the rate would be closer to 54% and closer to meeting the state target.

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- 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 state goal**. Contributing factors include a 13% increase in ESOL gains, a 41% increase in IET student enrollment (100% MSG rate due to post-secondary enrollment), and the shift to the passing of a HiSET or GED subtest counting as an MSG. Our EFL gains came from post-testing students who weren't quite ready to take the HiSET/GED, ESL students testing gains, and NEDP clients transitioning to the generalized assessment phase. Once students passed a HiSET subtest and achieved an MSG, it was less relevant for them to take the TABE.

Of the 49 students we did post-test, 25 or 51% got an EFL gain. Of the 24/49 students who didn't get a level gain on their post-test, 17 or 36% of that subgroup got an MSG from passing a HiSET subtest, and 10 of those 17 students also completed their HSE. It was our understanding from the CPI in September 2024 that students who passed a subtest would be removed from the denominator of those who needed to be post-tested...Strong instructional practices coupled with instructor and staff buy-in on data-oriented program improvement also contributed to our increase.

Credential Attainment Rate – **met state goal**. As we become more knowledgeable with this metric and how it is calculated in LACES, we are finding it a helpful indicator to measure the long-term effectiveness of efforts toward building clear pathways to career and providing adequate supports that lead to success for our adult ed students. Getting learners into career and training pathways that offer family and life-sustaining wages within a year of exit remains a goal for the coming year.

Employment (Second/Fourth Quarter After Exit) -**exceeded**. Given that the median earnings are not meeting negotiated targets but employment outcomes are, our students are getting jobs after graduating but not high-paying ones.

Median Earnings (Second Quarter After Exit) - **fell short**, see below.

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

A central goal of our program, supported by AEFLA funding, is to guide and prepare students for career pathways that lead to employment offering long-term economic self-sufficiency. In the coming year, we plan to expand collaboration with employers and college staff to create clear first steps for students to access apprenticeships and other workforce opportunities.

One promising example is with our local electric co-op, which is preparing to lay thousands of miles of fiber optics over the next several years. They have an established apprenticeship program, and UNM-Taos is working to build accessible entry points for our students to participate. Moving forward, we aim to identify additional opportunities in emerging, high-demand fields with strong career potential, and to ensure our programming is directly aligned to prepare students for these pathways.

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

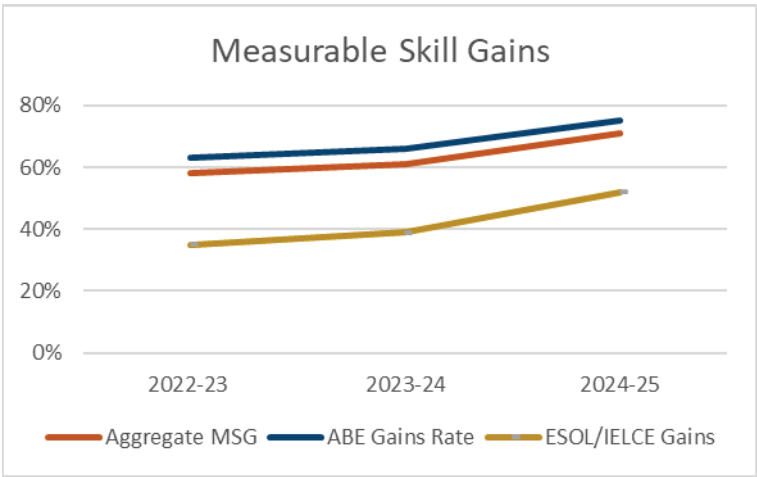
Table 2
3-year Enrollment Data

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Enrollment 2022-2025			
FY	ABE	ESOL	Total
2022-23	115	26	141
2023-24	136	33	169
2024-25	181	42	223

Our enrollment is up by almost 32%, which we attribute to increased IET and ESOL enrollment, as well as alternative paths to HSE completion.

Figure 2
3-Year Measurable Skill Gains



Our MSGs seem to have a slow, steady rise over the years. This last year, though, was a big jump for us. While we attribute some of the rise to the passing of a HiSET subtest counting as a gain and to increased IET enrollment, that does not account for the commensurate increase in ESOL gains. We then must attribute this proportionate increase to low turnover in staffing, creating a steady environment for intentional, data-driven program improvement.

As discussed above, we view credential attainment, postsecondary enrollment, employment, and median wage outcomes as critical measures of our program’s performance. While we are meeting the state goals—with the exception of median wage, which nevertheless showed an increase—we recognize the need to strengthen the implementation of our career pathways plans. This includes implementing exit advising, creating stronger connections between students and employers through work-based learning opportunities, and ensuring we remain well-informed about emerging industries and in-demand occupations in the region.

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.

Program managers meet weekly with our data technician to review enrollment, testing, attendance hours, and post-test readiness. Relevant information is then shared with the full team during weekly meetings, where discussions lead to targeted student follow-up, reflection on instructional practices, adjustments to post-assessment structures, and planning for marketing and outreach strategies. In December and again in May/June, we also conduct a review of postsecondary enrollment, which prompts follow-up with students who have expressed interest in pursuing college or training opportunities in the upcoming semester.

At the end of each session, our administrative assistant prepares a session review document for each instructor’s class. These reviews track individual student outcomes and attendance, providing managers and instructors with valuable data

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to analyze patterns in retention and persistence. The session reviews also serve as a tool for professional growth and instructional reflection.

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

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

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

Career and Training Services Applicable to AEFLA	Category of Service	Total Number of Participants Who Received This Service	Total FEDERAL FUNDS Expended for This Service, <i>Excluding</i> Administrative Costs, for Program Year 2023-2024	Average FEDERAL FUNDS <i>Expenditure</i> per Participant, <i>Excluding</i> Administrative Costs
Outreach, intake, and orientation information	Career Service	277	\$798.85	\$2.88
Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities, and supportive services needs	Career Service	2891	\$388.57	\$1.34
Referrals to and coordination of activities with other programs and services.	Career Service	126	\$388.57	\$3.08
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	126	\$154.62	\$1.22
Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare; 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	126	\$388.57	\$3.08
Total:			*\$2,119.18	
Integrated Education and Training (IET) programs	Training Service	55	\$0	\$0

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

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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.

The activities and strategies to leverage our partnership with our local one-stop partners and Northern Area Local Workforce Development Board (NALWDB) include the following:

DWS' Pre-apprenticeship program – One of our students was placed through the Department of Workforce Solutions (DWS) Pre-Apprenticeship program, which we actively promoted to our students, as there was funding available. The student experienced hands-on professional experience at Recovery-Friendly Taos County and plans to pursue their Licensed Substance Abuse Associate (LSAA) certification and eventually, their Licensed Alcohol and Drug Abuse Counselor (LADAC) certification.

Community Engagement: Taos Community Action Team – We continued participation in the Taos Community Action Team, a project of the WIN grant. This forum has proven to be a valuable setting for continued collaboration with our Title I partners and for advancing regional workforce development goals in the trades.

Employer Connections and Workforce Integration – Through coordination between WIN administration and DWS, we have had a career navigator working out of the one-stop office—Mikayla Gonzales. She visited our IET classrooms to offer students her services in connecting them with employers and is also working to connect employers with students.

Career Readiness Services –We continued exploring how to parse out workforce preparation activities to efficiently utilize resources and better prepare students for the workplace. This included discussing how resume development, interview skills, soft skills, and other employment-focused topics could be covered by DWS staff as opposed to in-house in our adult education program, as occurs now. Our program manager explored their WorkKeys, talent assessments, workplace simulations, and skill-specific evaluations to use in the near-future with our students.

We referred two previous IET students to one-stop staff for resume and job application support.

Program Promotion and Title I Collaboration

Our team worked with partners to promote hiring events and supported outreach for IET courses. Additionally, our Program Manager participated in the evaluation process for Adult Title I services, ensuring that the holder of that contract remains aligned and accountable to shared workforce development objectives.

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 2024-2025 with your Local Area Plan? What's working well? What are your biggest challenges?

The first strategic goal of the 2024-2027 Northern Area LWDB (NALWDB) plan is to “collaborate with healthcare, trades, and IT sectors to address workforce shortages and support infrastructure projects through partnerships with local hospitals, construction companies, and community colleges.” In support of the goal to strengthen safety, health, and infrastructure, we are aligning services with regional workforce needs by adding two new IETs—Phlebotomy Technician and CDL. The **Phlebotomy IET** addresses critical workforce shortages in the healthcare sector. This program not only prepares students for immediate entry-level employment but also creates a pathway into advanced healthcare credentials, supporting long-term career growth and stability. We implemented the **CDL IET** in response to ongoing demand for qualified commercial drivers, who are essential to both transportation and infrastructure projects across the region. These programs directly align with regional labor demands while expanding career pathways for our students.

Two critical challenges remain—delays in the Education and Training Provider List (ETPL) process and barriers for students who, despite their diligent efforts, have been unable to access Title I tuition funding for which they qualify. We

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worked with UNM-Taos administration to assure the proper paperwork for the ETPL was submitted and up to date in September 2023. Despite these setbacks, we will continue to collaborate with Title I partners to assure these training dollars reach students 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 2024-2025 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 integrate career exploration and planning into both onboarding and coursework to ensure students are actively considering their next steps from the beginning of their educational journey. Each student is assigned an advisor upon entry to discuss career interests and long-term goals. One TECC advisor, who also serves as a UNM–Taos advisor, has an in-depth understanding of career pathways available through UNM–Taos and helps connect staff and students with faculty and programming on campus. Additionally, representatives from Admissions and Financial Aid meet with every new cohort to explain the enrollment process and available funding options for college and training programs.

As mentioned, a priority goal for this year is to strengthen transition advising and expand opportunities for students to gain work experience in in-demand, higher-wage industries, supporting both economic mobility and long-term career success.

2. Did your program offer any Integrated Education and Training (IET) programs this year?
If yes, please provide the number of IET students that your program served in PY 2024-2025 (Table 11, first row of column B).
- | |
|----|
| 55 |
|----|
3. What percentage of your NRS students participated in IET programs (use 2 and number of NRS participants from Section II)?
- | |
|-------|
| 24.7% |
|-------|
4. Enter MSG rate of your IET participants.
- | |
|------|
| 100% |
|------|
5. Discuss successes, challenges, and lessons learned from IET programming this year.

In recent years, the program has experienced challenges related to instructor turnover and changes in IET course offerings. The EMT-Basic program has been a notable exception, maintaining instructional stability with the same team for the past three years. For the first time, the current staffing structure provided continuity within the CNA and additional IET programs. This stability allowed for advanced curriculum planning, improved coordination, and strengthened communication among instructors. The instructional team established effective collaboration practices, aligning instructional needs and strategies to better serve students.

The CDL program was also implemented with full engagement from the instructional team, all of whom attended the IET Institute in spring 2025. Together, the team established shared goals, an evaluation framework, clearly defined roles, and professional respect across disciplines. The impact of these changes has been significant: prior to program redesign, only 1 in 13 students passed the permit test required to enter the 8-week CDL-A course. Following reformatting under the IET model, the first two cohorts achieved a 90% success rate.

Within the Allied Health pathways, TABE cut scores continue to be applied in a data-driven manner to determine student readiness for program entry. Naturally, this means that some students do not initially meet the required benchmarks. Because our priority is to support students in pursuing their chosen career interests rather than discouraging them, we have established clear next-step options that provide additional preparation. One such intervention has expanded access and improved student readiness for courses by offering targeted support in reading comprehension through a “bridge to the medical fields” course.

With recent federal guidance indicating that TABE is no longer required for IET students to be considered NRS participants, this process is evolving. We are actively exploring contextualized alternative assessments beyond TABE to ensure accurate placement and preparation, while maintaining equitable access to high-demand healthcare training opportunities.

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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, build community, 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. On the first day of onboarding, we encourage potential students to consider whether our program is a good fit for them. They are given an overview of the pathway through the program. Then, intake and initial assessments start on the second day of onboarding. Ideally, all initial assessments are completed by the end of the first week. The results are reviewed 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. Once we and the clients decide NEDP is the right choice for them using screening tools, 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 and start testing. By the 2nd week, students finish up testing, have goal conversations, 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 ELA including science and social studies happening on alternating days. ESL meets for 2.5 hours on Tuesday and Thursday. Students are encouraged to complete optional "homework" outside of class through an online platform such as EdReady, Essential Education, Cell-Ed, or Burlington English. 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 math classes. The ELA class can be co-taught if the group is small enough or expanded into 2 classes with larger groups. 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 that includes common scenarios for adult education students, like issues with anxiety, childcare, and transportation. During this time, they are surveyed as to their housing, medical, nutrition, and transportation needs. Depending on the needs expressed, we

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may hold SNAP and Medicaid enrollment office hours in our space, refer a student to the UNM-Taos Student 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 is \$1 each way. 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*, *World English*, *Pathways*, and *21st Century Reading* 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 and ELPS 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 and 2024-2025, 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

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

The second part of this training in March 2025 expanded on these concepts and included discussion around Hispanic Serving Institutions (HSIs) and servingness, which encourages institutions not to just enroll Latinx students but to also serve them in persisting, succeeding, and graduating. This will help to inform our program design as we strengthen our supports for students who graduate to help them in their next steps, whether that's career training, college enrollment, or job placement.

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

For this section, if the program received IELCE funding for 2024-2025, 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).	39
2. Enter MSG rate of IELCE participants (Table 9, first row of column G).	48.78 %
3. Indicate the percent of participants achieving IELCE outcomes (Table 9, Column E to number of IELCE participants from 1).	
• Achieved Citizenship Skills	50%
• Voted or Registered to Vote	50%
• Increased Involvement in Community Activity	66.67%
4. Input the number of IELCE students that participated in IET programs. (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)	0
5. Enter % of IELCE students that participate in IET programs using data from 1 and 4.	0
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.	

In FY24-25, several IELCE students indicated completing their HSE was a learning goal in order to do further certifications and trainings, including IET’s like EMT and CNA. Several students worked towards their HSE goal by working in Essential Education independently in addition to English language classes or through NEDP. One student took an HSE math class in English. We are adding an in-person HSE preparation class for English language learners in the new year to provide more support in preparing for the GED/HiSET as the interest has increased. We hope to also increase student readiness for IET courses through this class.

We expect English language learners to supplement their in-person English language instruction of 5 hours a week by using Cell-Ed and/or Burlington English, both of which include contextualized, targeted career courses featuring vocabulary, career specific language, and interactive, real-life workplace scenarios, which can function as pre-IET skill building. Through advising, students indicate career areas they are interested in. Then, they are given access to those courses for individualized study Student usage of Burlington English in FY24-25 was nearly 700 hours and Cell-Ed hours were at nearly 180 hours. We also have laptops for check-out, which increases students' digital literacy skills while using the programs, preparing them with 21st century workforce skills.

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.

We’re increasing rigor of instruction, including project-based learning activities, 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, including IETs. We are increasing our focus on next steps with students, like completing their HSE, in order to prepare them for training in in-demand industries. As mentioned previously, several students worked independently in Essential Education preparing for the GED in

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Spanish. We're adding a GED prep class in Spanish & English to our schedule for in-person support and students will continue to use Essential Education for individualized study. One of our intermediate students worked with a tutor, in addition to attending classes, to prepare for credit classes this fall and enrolled. Another attended our intensive HSE classes during the day, in addition to ESL classes, to strengthen his language and academic skills in math.

One of our ELLs continued slowly with NEDP after entering the generalized assessment phase. Another who started NEDP worked with a tutor weekly to help her increase her literacy skills to reach the cut score on the CASAS Reading Goals. She opted to try the HiSET in Spanish and attempted a subtest. With their HSE's, these students will have stronger academic skills and fewer barriers to further training and employment. The students who have indicated that they would like to take the GED in Spanish are working with Essential Education's new Spanish GED curriculum and can attend an in-person class in the new year, with direct instruction given by the beginning and intermediate ELL instructors and a volunteer who speaks Spanish to speed up progress and to work with a cohort who are working towards the same goals

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 also have the capacity to match ELL's who need literacy support with a tutor for 1:1 instruction in foundational literacy skills, in addition to English language class classes. Four ELL's took advantage of this. We have learned that this is more successful when it includes supporting students in getting familiar with digital tools to enhance and encourage independent learning.

Many of our ELL students are working through the citizenship process. 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 that require certifications 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 who are working through the citizenship process. Current IET's at TECC are CNA, EMR, EMT, CDL, and phlebotomy. With an increased focus on HSE completion for ELLs, we anticipate more of them being able to participate in IETs.

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.

It would be helpful to have professional development on how to transition ELLs to IETs and how the instructors can support them once they're enrolled. Also, professional development on literacy needs for English language learners would be helpful, including how to identify ELL students with literacy needs and how train instructors and volunteer tutors to support them.

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 2024-2025, just indicate N/A). 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).
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 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.

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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 2024-2025 fiscal year to provide Career Services. If no federal funds are used for Career Services, please enter \$0 here.

\$2,119.18

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. 330 hours

Please indicate FY 2024-2025 Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
329.71	\$26	\$8,572.46

4. Please indicate FY 2024-2025 hours contributed – Volunteer Admin. (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0		

5. Please indicate FY 2024-2025 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0		

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

0

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

0

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

\$300,000

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

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

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

Alternate option:

Please indicate institution's building renewal and replacement allocation

Please cite the source document for the amount:

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IX. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

1. Please list other sources of support and their contributions for FY 2024-2025.

Source	Amount
Barbara Bush Foundation- cellphone-based learning research	\$5,500
UNM-Taos' WIN Grant Nina Bar-Giora's salary/benefits as Education & Development Specialist (TECC science/career pathways, IETs-CNA, CHW, EMT-B, EMR)	\$52,570
Donors	\$1614.87

B. Program Income Activities

2. Please indicate the amount of PROGRAM INCOME generated from your program for the 2024-2025 fiscal year.

N/A

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA Allowable Activity	Amount

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Appendix: Career and Training Services

WIOA section 116(d)(2)(F) specifies that in the Statewide Annual Performance Report, programs must provide “the average cost per participant of those participants who received career and training services, respectively, during the most recent program year and the three preceding program years”. WIOA defines career services and training services for all core programs in sections 134(c)(2) and 134(c)(3). **Those that are applicable to AEFLA are listed in the table in Section IV.** As you can see, there are five general AEFLA activities defined as career services and one training service (IET programs). For this report, **we ask you to calculate these costs only for Program Year 2024-2025.**

Please do your best to calculate these expenditures faithfully; we appreciate your efforts and understand that it is challenging. Please take note of the following additional guidance and let us know if you have any questions.

- Career services costs = Total Expenditures for Career Services / Total participants receiving career services in the Program. Because of the nature of career services (see the table in Section IV for a list of all of them) **all or nearly all** the students in your programs receive many of the services listed as “career services” (e.g., orientation, initial assessment). Therefore, in your calculation, the denominator would be all the students who received orientation and/or an initial assessment – in other words, probably all of them.
- What is difficult about this report is that you have to determine your total expenditures for career services. This is hard sometimes because some of these career services take small amounts of time that you don’t necessarily track. For example, a staff person might spend 10 minutes giving information about the availability of supportive services to an individual student. Calculating the cost of this would require knowing this staff person’s hourly rate and calculating how much time this person spent on such activities over the course of the year. In determining the cost, you would further need to keep the following in mind:
 - You are only reporting career and training services expenditures from your FEDERAL funds. If you spent funds from your state grant on these services, you **do not need to report them in Section IV.**
 - **Do not include any administrative costs in your report.** Administrative costs are defined separately from the definitions of career and training services, so they may not be included.
 - Workforce preparation activities and English language acquisition programs are authorized under AEFLA as instructional services and therefore the costs for these specific activities are not included in the career and training services report.
 - If your program utilizes AEFLA federal funds to provide an IET program, **only the workforce training component** would be categorized as a training service and should be included in the cost calculation of training services.

OCTAE Program Memorandum 17-2 provides more detailed discussion of career and training services as well as further instruction on calculating these costs accurately. You can access this Memorandum at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>. The section on Career and Training services starts on page 40 of this PDF.

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Please email Amber.Gallup@hed.nm.gov if you have any questions about career and training services as you prepare this report.

Please email Katya.Backhaus@hed.nm.gov if you have any questions regarding data and performance.