

**Annual Program Report
Cover Page**

Program Name:	Taos Education and Career Center	
Institution or Organization:	UNM-Taos	
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County:	Taos	
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New Mexico Counties Served:	Taos & Western Colfax	
Submission Date:	19th September 2025	
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 Signature of the Chief Executive Officer or Designee

9/19/25

 DATE

Mary Gutierrez, Chancellor

 Typed Name and Title:

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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 2024-2025 program year. Please also share any significant changes in your program, context, and services.

Highlights from this year include building strong relationships with the community volunteers who joined our program and providing one-on-one support to students as they worked toward achieving their personal learning goals. A major factor in our success was the recruitment and community-building efforts of our literacy coordinator, who we were able to hire into a permanent staff position in November 2024. Her duties included working one-to-one with students with high literacy needs, training tutors, teaching a language arts class (funded by both Literacy and AEFLA grants), and coordinating the volunteer program. She not only brought in passionate volunteers but also fostered a collaborative environment that helped both students and volunteers thrive.

In February 2025, an experienced special education teacher was hired in a part-time capacity to support our students with the highest learning needs and intellectual disabilities.

Significant program growth was achieved in the 2024-2025 year. The following data is reported as compared with the year prior:

- Student goals met increased from 11 to 102
- Total students with non-zero hours increased from 6 to 28
- Total combined student hours increased from 271 to 983
- Total tutors with non-zero hours increased from 1 to 12
- Total combined tutor hours increased from 65 to 628

Excitingly, one of our literacy students was interested in being a student ambassador with the New Mexico Adult Education Association's innovative student ambassador program. He attended training, developed and shared his story at the regional Mountain Plains Adult Ed conference, and attended the national conference in Dallas, Texas. He now supports us with tabling events and promotion via social media, as well as by word of mouth through his community circles. He is an enthusiastic supporter of our program, lending ideas to further aid students in pursuing their literacy goals while continuing his own journey toward greater literacy and ability to thrive in daily life.

2. Please describe your main challenges in 2024-2025 and what you are doing or plan to do to address them.

Our efforts to expand services to satellite communities in Taos County were largely unsuccessful in the 2024-2025 program year. In Peñasco, we had made meaningful strides in the spring of 2024 by hiring a former instructor and local Peñasco resident to do some assessment of needs, recruitment, and partner development. She was able to find teaching and learning space at The Spot, a community resource center. Unfortunately, the students she connected with did not end up persisting, The Spot changed their hours, and she ultimately needed to end her contract. Though this endeavor did not continue, valuable connections were made. This last spring, in writing our 5-year strategic plan, we decided a more meaningful, long-term approach is to do a more thorough and intentional needs assessment in the surrounding

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communities to better understand needs and potential partnerships. Building trust and fostering relationships takes time. Our literacy coordinator was also focused primarily on establishing the tutoring program at our main UNM-Taos location

over the last year. Now that those structures are in place, we are committed to recommencing our efforts to serve satellite communities.

3. Please describe the modalities in which you provided literacy services in the 2024-2025 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 2024-2025 than they had been in previous years.

Our services in the 2024-2025 program year included the following:

- 1-1 tutoring for literacy students, inclusive of
 - members of the community who come to us with literacy goals for work and life
 - students on a path to a High School Equivalency (HSE) who need significant support, and/or are a NRS level 1 or 2.
 - English Language Learners with foundational literacy challenges in their native language
- A language arts class focused on explicit instruction of foundational concepts

Most of our students receive tutoring and instruction face-to-face. A small proportion of our students participate in distance learning, including:

- working independently at home on Essential Education (asynchronous)
- online tutoring (synchronous)

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 and Angel Fire, which is part of Colfax County. For the most part, our students attend learning sessions face-to-face in our UNM-Taos location. We do serve a small number of distance learning students in both synchronous and asynchronous capacities. As our tutor numbers grow and satellite hubs develop, we hope to expand our services to students in more remote areas of our county, inclusive of Questa, Costilla, Tres Piedras, and Peñasco.

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.

The partnerships we hold with other organizations are currently informal, and include the following:

- We continue to serve a student who was referred to us by the **Holy Cross Hospital** for workplace literacy services.
- The **Department of Vocational Rehabilitation** refers potential students to us, and we refer students to them for evaluation services.
- Education is a requirement of residing at **The DreamTree Project**, a nonprofit organization offering emergency shelter and transitional living programs for youth in our community. We have a two-way referral partnership.
- We have been offered classroom space at **The SPOT** in Peñasco, and hope to reestablish our relationship and finalize an MOU with them in the coming year.
- We partner with **Las Cumbres** to connect newly immigrated English Language Learners to literacy tutors as we find their literacy levels are low in their first language.

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6. What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2024-2025 program year? What program needs did the PL address? What were the outcomes and influences of this PL, if any, in your program?

Our literacy coordinator attended the 2.5-day Literacy Directors Conference in September 2024. She also participated in the MPAEA conference in Albuquerque earlier this year. During these events, she attended literacy workshops on a range of topics relevant to coordinating a literacy program.

The Literacy Directors Conference was an invaluable opportunity to network and forge connections with other established literacy programs. These programs shared best practices and offered clear models of success. The presenters provided context, goals, and inspiration for the year ahead. Dr. Katya Backhaus helped clarify important questions about LACES data entry. These interactions and the workshops led by Jeff Fantine gave us the scaffolding needed to move forward with developing this new iteration of our own literacy program.

Data Questions

Please answer the following questions that address data and performance in your program. Use your 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 2024-2025 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 7/1/2024 AND 6/30/2025.

Student: Student Calendar Hours Report				9/15/2025
<u>AgencyID:</u> 39667559		<u>School District / Agency:</u> UNM-Taos Literacy		
<u>Report Statistics</u>	Dates Between:	07/01/2024	AND	06/30/2025
Total number of students: 34		Total students w/ non-zero hours: 28		
Average Total Hours: 35.10		(Average calculated using students w/ non-zero total hours)		

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2. Out of students that were included in item 1, how many students received services to improve their low-level reading and math literacy levels? Please **exclude** students that received ESL or HSE preparation services. After you have reported this number, please answer the following two questions here as well:

Of our 28 literacy students, 25 were at NRS Level 2 or below in the subject (math or reading) they were receiving tutoring for. The remaining 3 students were above NRS Level 2 but sought tutoring for specific areas of need, such as essay writing or grammar where they needed additional support.

Sixteen of the students enrolled in the program with the goal of attaining their HSE. Although their NRS levels were at a 2 or below, classifying them as pre-HSE, they were still enrolled in one of our pathways to HSE in addition to being offered one-to-one tutoring.

Additionally, three students from our English for Speakers of Other Languages (ESOL) program received tutoring, all identified with emergent literacy levels in their native language and having completed less than 3rd grade.

- a. What can your agency do to expand services for such low-level literacy students?

Expanding our network of community partnerships can strengthen local support systems and broaden outreach efforts. By increasing visibility through public tabling events, we can engage directly with community members and advocate for our program's impact. To better serve our diverse learners, we will recruit additional tutors, from our community, with expertise in emergent literacy, and provide ongoing professional development for current tutors. These training opportunities will ensure tutors continue to enhance their instructional skills and remain aligned with best practices in literacy education.

- b. What kind of assistance might you need from us to succeed in this expansion?

- Increased funding to support instructor training and outreach initiatives will ensure the continued growth and quality of our programs. We know the state office is working hard to fund literacy programming in the state, and we look forward to advocating with you with help from our student ambassador in the coming year.
- Ongoing support with volunteer resources and training will support us in preparing our volunteers to provide the best possible assistance to learners.
- Facilitation of partnerships with local agencies will help to strengthen collaboration and expand our reach within the community.

3. How many hours did students spend learning in your program in 2024-2025? 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 7/1/2024 AND 6/30/2025.

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Student: Student Calendar Hours Report					9/15/2025
AgencyID: 39667559		School District / Agency: UNM-Taos Literacy			
Report Statistics		Dates Between:			07/01/2024 AND 06/30/2025
Total number of students: 34		Total students w/ non-zero hours: 28			
Average Total Hours: 35.10		(Average calculated using students w/ non-zero total hours)			
Maximum: 174.50					
Minimum: 1.00					
Total Hours of All Students					
Instruction	Computer	Preparation	Travel	Other	TOTAL
982.00	0.00	0.00	0.00	0.85	982.85

4. 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 7/1/2024 and 6/30/2025.

STUDENT: Goals Met in Time Period by Type

09/15/2025

Agency Name: UNM-Taos Literacy

Date Range between: 7/1/2024 & 6/30/2025

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: 3

Goal Type

Economic Goals

Goal Keyword

Obtain workforce skills

Number of Records

2

Total Number of Records:

2

Goal Type

Educational Goals

Goal Keyword

Improve digital literacy skills

5

Improve health literacy

1

Improve math skills

7

Improve reading skills

56

Improve speaking skills

1

Improve writing skills

27

Pass HSE Writing Exam

1

Total Number of Records:

98

Goal Type

Societal/Community

Goal Keyword

Other community/society goal

Number of Records

2

Total Number of Records:

2

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5. How many hours did tutors spend working with students in 2024-2025? 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 7/1/2024 AND 6/30/2025.

Tutor Calendar Hours Report					9/15/2025
<u>AgencyID:</u> 39667559		<u>School District / Agency:</u> UNM-Taos Literacy			
<u>Report Statistics</u>		Dates Between: 07/01/2024 AND 06/30/2025			
Total number of tutors: 13		Total tutors w/ non-zero hours: 12			
Average Total Hours: 52.33		(Average calculated using tutors with non-zero total hours)			
Maximum: 282.75					
Minimum: 2.00					
<u>Total Hours of All Tutors</u>					
Instruction	Computer	Preparation	Travel	Other	TOTAL
422.00	0.00	168.00	0.00	38.00	628

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.

Our program made considerable growth in the 2024-2025 program year and this is reflected in our data. With staffing issues from previous years resolved, the literacy coordinator was able to focus her energy on tutor training, coordinating tutor/student pairs, instructing, and collaborating with the data technician around accurate reporting in LACES. As a result, our programming and accompanying data has improved dramatically in all the above areas in the 2024-2025 program year.

Areas of improvement for the 2025-2026 program year include:

- Increasing the number of distance learning students, both synchronous and asynchronous
- Increasing the number of students we serve in satellite hubs

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

The key limiting factors in our program are:

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- Number of tutors
- Staffing capacity to coordinate and expand the program
- Reaching new literacy students

Recruiting new students and tutors and increasing our staffing capacity are the changes we would like to implement in the 2025-2026 program year.

8. What pathways could lead to increased enrollment for your program?

To increase program enrollment, we are considering a potential collaboration with Somos un Pueblo Unido to recruit students and offer a citizenship class. This initiative would provide an opportunity to engage more community members in the naturalization process. Additionally, during the most recent Literacy Directors Meeting, we had productive discussions with Literacy Volunteers of Santa Fe about training citizenship tutors. They may be able to offer online tutor training, which could prepare volunteers to support community members seeking to become U.S. citizens.

Looking ahead, we recognize that many potential learners in our community could benefit from our services. Our priority in the coming year is to connect with these individuals, help them integrate learning into their daily lives, and ensure that instruction is directly tied to their personal goals. Finding innovative ways to reach new learners and bring them into our program will be essential to expanding our impact and advancing our mission.

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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 2024-2025.

Source	Amount
N/A	

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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. If you have worked to identify student interests and needs in your local community (in addition to those students who have already joined your program), please describe that process here as well.

When a student arrives at TECC with a desire to pursue a pathway to HSE, they attend one of our onboarding sessions. During that time, they participate in a number of team building activities that allow instructors to start to get to know their students. Students also prepare a writing sample, take math and reading TABE tests, and meet with an advisor. This process gives the student an opportunity to share their learning needs and goals with the team. From here, if it is established that the student qualifies for our literacy program, they would be offered a tutor to work with one-to-one.

If a member of the community wishes to join our program, but is not pursuing HSE, they would meet with the literacy coordinator to establish a relationship and discuss their goals and needs. Some initial observations and evaluation would allow the literacy coordinator to establish their suitability for the literacy program.

When a student is paired with a tutor, the following occurs:

- Building a positive relationship is prioritized and a safe space is created where students feel they can communicate honestly and be heard.
- Active listening is practiced ensuring understanding of what is being communicated.
- Students are guided to break down long term goals into shorter, achievable, SMART goals.
- Students participate in emergent literacy evaluation to establish gaps and strengths.
- 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 and anxiety
- 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
- Tutors record the goals, evaluations, observations, and check-ins in a spreadsheet specifically for that student. If students change tutors, this becomes a valuable resource.
- 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.

We have a diverse group of students with equally diverse needs and goals. We meet the students where they are and support them on their unique learning journey.

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The following are a selection of some of the types of needs and goals our literacy students share with us:

- Improving reading using phonics/decoding skills
- Reading comprehension
- Essay writing
- Grammar and punctuation
- Math fundamentals
- Technology
- Life administration
- Social advocacy
- Connection to community services
- Soft skills

Some examples of specific goals relating to the above that we encountered in the 2024-2025 program year include:

- Improving decoding skills to be able to read the local newspaper
- Improving decoding skills to be able to engage more confidently in reading work material
- Support with technology to increase the ease of taking care of life administration
- Support with using technology to participate in an adult advocacy program
- Increasing math and literacy skills to attain a job which in turn would allow independence

3. How does your program help students meet these needs and goals?

We support our literacy students to achieve their goals in the following ways:

- 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?

In August, we hosted a tutor training event focused on SMART goals, equipping volunteers with the tools to guide students with identifying clear, achievable short-term learning objectives. We also plan to update our current student goal form to be more user-friendly. It will consist of 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, and the second for the student to record, date and sign in a way that gives the students ownership over the goals and commitment to learning.

5. 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?

Enhancing training for new volunteer tutors and expanding professional learning opportunities for experienced tutors will ensure that our instructional staff are equipped with the tools, skills, and resources necessary to effectively support students in achieving their academic, life, and career goals. We are committed to advancing students' literacy development through contextualized learning experiences that align with their individual goals and reasons for program

participation. Sustained investment in community engagement and innovative instructional models will further increase our capacity to deliver high-quality services and improve student outcomes.