

**Annual Program Report
Cover Page**

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09/02/24

Signature of the Chief Executive Officer or Designee

DATE

June-Marie Avery, Executive Director

Typed Name and Title:

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.

Last year was an amazing year. First, we received a grant from the Department of Education, which made my life so much easier. We have added three new tutors and served a whopping 139 students, of those, 67 with non-zero hours.

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

One of our major challenges was having enough tutors to serve our students. Sadly a few students were frustrated by this lack and did not continue, but this was the exception. We are more actively recruiting tutors and already have two new ones. I am working to conduct training in the near future. This will be the first in several years.

Another problem was limited funds for student materials. Students had to share materials, but we won't have that problem this coming year, thanks to a larger grant.

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.

Our preferred modality is small group instruction: two or three students with a tutor. We find our Hispanic students in particular work better in small groups. We also have several tutor:student pairs. We avoid large group instruction. I strongly believe that our student population did not succeed in traditional

classrooms, so let's not put them back in the atmosphere where they failed before. We had a blind student working on advanced math, who is a tutor in PY 24-25. We were able to provide him with digital materials he could utilize.

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

We are in Southeastern New Mexico. Our principal area of service is Artesia and the surrounding small towns, Hope, Lake Arthur, etc. According to the PIAAC (Programme for the International Assessment of Adult Competencies), the most underserved population group in our area is Young Hispanic Male. Unfortunately, these are also very difficult to reach. It is not a language barrier, but these young men do not see the need to be better educated. I would love help reaching them.

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.

Currently, we are in the NM Propel. We are also a member of Proliteracy. The resources available through Propel are increasingly valuable in adapting and working with our students' needs. We have referred students to the NDEP. ProLiteracy membership allows us to provide our students with educational materials at a 25% discount.

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?

We attended the NDEP training, but were unable to attend the meetings in Albuquerque or Las Cruces, but we will be there this year!

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.

The end of year report showed a total students of 110, with 68 with non-zero hours. The report generated by checking the data since the rollover is different: 55 total students, with 30 with non-zero hours.

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.

During PY 23-24, we more than doubled our student count. Another surprise was a return to the balance between English Language Learners to Pre-GED students. Approximately 50% of the new students were Pre-GED, with the remaining 40% ELLs. During the past few years, the ratio was skewed to Pre-GED. We are anticipating approximately a +25% enrollment with the ratios remaining the same.

3. 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.

Instruction	Computer	Preparation	Other	Total
1147.31	54.50	457.70	177.5	1837.26

Average Student Hours 61.24

Minimum Student Hours 2.00

Maximum Student Hours 164.25

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 7/1/2023 and 6/30/2024.

Educational – 23; Family – 2; Personal – 13; Societal – 9.

We need to be better about following up on these goals. Several were missed.

5. 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.

Instruction	Computer	Preparation	Travel	Other	TOTAL
1076.90	0.0	399.25	0.0	4.5	1480.65

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 has been increasingly effective over the last few years. We have implemented hybrid programs in both ELL and Pre-GED; direct small-group or pair instruction reinforced by computer programs. When our students make use of these programs, they definitely progress more rapidly; we are adding several new trained tutors. One thing that is a challenge to us is student retention. We are considering some type of incentive to encourage faithful attendance.

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

We have already made a major upgrade in our office computer and Wi-Fi, which will enable us to better work with our students on the computer programs in small group settings, thereby better preparing the students for testing and for future life. Again, more tutors available would make our lives so much easier. We are going to begin weekly contact with every student.

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

At this time, we are working nearly at the top of our capacity. We need more tutors and another staff person to be able to expand our student population. An additional \$20,000 would enable us to bring on another staff person and hire and train more tutors. We also may need to consider a larger location.

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
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PY Foundation	\$15,000
Chase Foundation	\$4,000
LCPB	\$4,950
Written in Red	2,0000

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.
 We tried to send out a survey through LACES, that apparently did not reach our students.

2. Please characterize your student population’s stated needs and goals, grounding your response in the data you have collected.
 Our students indicate a need for English Language Skills and/or HSE (High School Equivalency) certificationm. The majority of our students are mothers. They want to be able to help their children with their homework; they want to be comfortable talking to their child’s teachers.

3. How does your program help students meet these needs and goals?
 We hear reports from our students that they are better able to help their children with homework. Many also indicate they are molre comfortable talking to teachers.

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?

We will use regular student surveys and exit questionnaires alongside monthly evaluations. This year, time was short for staff.

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?
We will work to improve recognition of individual student needs and goals throughout their time with us and not just during the application process. NMHED could help with developing on-line survey/contact with our students.