



**Annual Program Report
Cover Page**

Program Name:	Artesia Literacy Council	
Institution or Organization:	Artesia Literacy Council	
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Social Media:		
New Mexico Counties Served:	Eddy, Chaves	
Submission Date:	9/10/2025	
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9/10/2025

Signature of the Chief Executive Officer or Designee
June-Marie Avery, Executive Director

DATE

Typed Name and Title:

Narrative Questions



Artesia
Literacy Council

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.

This has been a year of change and growth for the Artesia Literacy Council. Unexpectedly, we were forced to move from the location at Trinity Temple Assembly of God due to an issue with anti-discrimination practices. We were blessed with a new location that is even better than any other previous location. We had 2 students attain citizenship, 4 obtain their drivers licenses, 3 complete their GED, with 5 more in the process of testing.

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

The move was a major event and led to trainings and other events being postponed. We have increased our tutors but still need more tutors. Fund raising has slowed but is now resuming as we settle into our new location. Student persistence is still a problem, but the situation has improved with more regular contact with our students via text and email. Now that the ED has an effective assistant, the ED will be able to apply for more grants and do more public outreach. We will again reach out to HeadStart and other community programs to partner in providing services at every opportunity.

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.

As an agency, we reach out in as many modalities as possible. We use interactive computer programs in both Pre-GED and ESL. In both areas, the programs work in conjunction with in-class instruction, small group or 1:1, each part building and reinforcing learning. We ventured into online tutoring with limited success, but plan to expand this outreach. The only modality we never plan to use is large-group instruction. Our students did not succeed in that format before, so we avoid repeating past failures.

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

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Artesia is located in in Eddy County, Southeastern New Mexico between Roswell and Carlsbad. The majority of our students come to us from Artesia and the surrounding small communities, Lake Arthur, Hagerman, Hope, Atoka, Cottonwood. We are looking to reach out to an expanding need in our community of young people who were affected by the Co-Vid epidemic and the problems they faced trying to continue in school. We are already reaching out to this group, but with more tutors and outreach, we could begin to really affect this group in need.

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.

With Amber Gallup, we are in the process of setting up an MOA based agreement with a Hispanic organization Somos Un Pueblo Unidos , interested in combining our efforts to provide English Language and Citizenship instruction to a larger group of students than we can reach alone. We also plan to contact New Mexico Workforce Solutions about the Essential Education Job Skills program

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?

While training has been put to the side with our move and adaptation to our new location. We had a general training for tutors on 8/29/25. We will have ESL training in October and then GED training in January. As always, we will polish the natural skills of the tutors with guides and helps they may not be using. Better trained tutors who love what they do are the best of all!

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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. [90](#)
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:

[Sadly, we had no students who entered at Basic Literacy levels in either reading or math literacy this program year. A few of our GED students start at level 3 in reading or math literacy. When Basic Literacy students have entered our program, we have been very successful in working with them. Unfortunately, through the 12 years I've been with the ALC, we've only had 12 students at that level.](#)

- a. What can your agency do to expand services for such low-level literacy students?
[Possibly, some type of direct advertising would develop this part of our program. I wonder if being open on Fridays when the other groups are not here might make these students more comfortable in using our services.](#)
- b. What kind of assistance might you need from us to succeed in this expansion?
[Outreach ideas and materials to reach out to those in need of BL services.](#)

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.

Total Hours of All Students

Instruction	Computer	Preparation	Travel	Other	TOTAL
3238.50	126.50	310.50	0.00	882.40	4,557.90
Average Total Hours –		50.64			
Maximum -		358.50			
Minimum -		2.00			

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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.

Goal Keyword Number of Records

Improve English language proficiency

5

Improve math skills 7

Improve reading skills 8

Improve speaking skills 2

Improve writing skills 2

Increase test score 8

Other educational goal 3

Pass an official practice test 4

Pass HSE Math Exam 2

Pass HSE Science Exam 2

Pass HSE Social Studies Exam 2

Pass HSE Writing Exam 2

Pretest 68

Progress Test 3

Total Number of Records: 118

Goal Type

Family Goals

Goal Keyword Number of Records

Communicate with school

teachers/staff 4

Total Number of Records: 1

Goal Type

Personal Goals

Goal Keyword Number of Records

Gain personal confidence 17

Obtain a library card (for personal use)

31

Other personal goal 1

Visit library (for personal use) 7

Total Number of Records: 56

Goal Type

Societal/Community

Goal Keyword Number of Records

Attain citizenship 2

Have a conversation in English 7

Obtain a driver's license 4

Total Number of Records: 13

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.

Total Tutors with non-zero hours - 9

Maximum 1,277.79

Minimum 4.00

Total Hours of All Tutors

Instruction	Computer	Preparation	Travel	Other	TOTAL
2,019.00	22.00	784.34	0.00	0.00	2825.34

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.
The ALC is effective, but there is room for improvement. We are learning to be a larger agency from a tiny one. We need to develop agency guidelines and have help in deciding on how to proceed in our desire to meet the literacy needs of Artesia. We have a lot of strength in our tutoring staff. The administration could use some training in program development and implementation.
7. When you look at your program data, what changes would you like to implement and why?
I would like to implement more distance education. I do have concerns about retention in distance education and additional resources that would be necessary in this change.
8. What pathways could lead to increased enrollment for your program?

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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
PY Foundation	\$25,000
Chase Foundation	\$ 5,000
Written in Red Foundation	\$ 3,500
LCPB	\$ 4,500
Individual Donors	\$ 3,250

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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.
We use ongoing conversation with students. We tried to use a survey with the email addresses in LACES without success. We plan to work with Matt and Katya to develop this and survey more frequently. We are also considering some type of community survey.
2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.
Our student population is evenly divided between pre-GED and ESL. While we started to help Basic Literacy students, we are rarely contacted by learners with these needs.
3. How does your program help students meet these needs and goals?
Goals are discussed with students at orientation and then periodically during the learning process. We work with our students through programs or referrals to help them meet these goals.
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 plan to have an interactive area on our website where students, tutors, and other stakeholders can communicate with us and each other. Implementing a regular evaluation question/contact form to be sent out by email and available on the website as well.
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?
*Bring the ownership of the goals back to the students. What are your goals? When do you want to achieve them? How can we help you get there?
NMHED could help provide research and assistance on reaching those in greatest need of our services.*