

**NEW MEXICO
HIGHER EDUCATION
DEPARTMENT**

Fostering Student Success from Cradle to Career



*Michelle Lujan Grisham, Governor
Stephanie M. Rodriguez, Cabinet Secretary
Patricia Trujillo, Deputy Secretary*

**State of New Mexico
Higher Education Department
Adult Education Division**

**Adult Literacy Local Programs
Annual Report
Preparation Guidelines and
Reporting Template**

2023-2024

Please email report to:
Adult.Education@hed.nm.gov

**Reporting Deadline
September 3, 2024**

**Annual Program Report
Cover Page**

Program Name:	Carlsbad Literacy Program	
Institution or Organization:	Carlsbad Literacy Program	
Address:	P.O. Box 3112	
City:	Carlsbad	
County:	Eddy	
Zip:	88220	
Main Phone:	(575)885-1752	
Website:	Carlsbadliteracyprogra.com	
Social Media:	Facebook: Carlsbad Literacy Program	
New Mexico Counties Served:	Eddy	
Program Director, Manager, or Coordinator Name and Title:	Carolina A. Salazar, Executive Director	
Contact Information:	Phone(s):	(575)885-1752
	Email:	director@mvelp.org
Alternate Contact Name and Title:	Rhonda Marquez, Board President	
Contact Information:	Phone(s):	(575)706-3566
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Signature of the Chief Executive Officer or Designee

09/03/2024

DATE

Carolina A. Salazar, Executive Director

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

The Carlsbad Literacy Program (CLP) underwent a transition in 2023. Shortly after the start of fiscal year 2024, there was a short time without an Executive Director to run the program. The board of directors acted quickly, and hired a new Executive Director who began as acting manager in November of 2023. As the previous director left, several students did not return. The main focus of the new manager, was to get caught up to speed of running the program, and to get acquainted with the mission statement of the Carlsbad Literacy Program. As a local non-profit organization, the intention was to promote the program, and to bring those in the community together through community educational opportunities. With efforts in identifying the need: CLP is providing Carlsbad, and Eddy County with support for adults in the areas of literacy, English as a Second Language instruction, computer literacy, High School equivalency certification, and finally citizenship preparation. The program primarily relies on volunteers to tutor and/or teach, or help with community event fundraisers and awareness.

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

The main challenges in 2023-2024 included the decline in active students who were registered to receive services. The previous director was also acting as the instructor alongside managing the program. When she resigned, it was difficult to maintain consistent student participation with just a few tutors, and only the board of directors. With the inability to acquire an instructor to teach, and lack of consistency of volunteers and tutors, the program experienced a decline in active and ongoing student participation.

A new director was then hired to continue the program's mission. By providing a support for incoming adult students to provide a supported path towards educational growth for the new fiscal year in 2025. CLP does recognize and does address the need

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of a managing director, and the increased demand to meet the needs of supporting students learning English. Several variables do include the increase in the cost of living everywhere, which effects the mentality that there is not enough time to volunteer. Income is the driving force of many potential volunteers here in Carlsbad. The volunteers that do make time, might only commit to a short commitment time due to carrying a full-time job also. CLP is a small program, and providing a paid position will take some time to establish. The acting executive director has met with a supporting agency to possibly provide compensation for a paid teaching position. The board of directors of CLP are aiming to receive training through this agency to promote a visual presence in Carlsbad. It is the intention of CLP to gain momentum in a positive direction to obtain the necessary training that benefits students and citizens who are served.

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.

The modalities that the Carlsbad Literacy Program (CLP) provided literacy services in 2023-2024 include the following: With an increased influx of non-native English speakers in Eddy County, ESL instruction has revealed its demand. A majority of community contact to the Carlsbad Literacy Program has been inquiries of opportunities for adults to learn English. High school equivalency certification support has also become a visible demand. Current students are working to improve their job opportunities by studying one on one with a tutor.

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

The Carlsbad Literacy Program is available to citizens in or around Carlsbad, Malaga, Loving, and Artesia which are all located in Eddy County and the Permian Basin. CLP does coordinate with local nonprofits when a need is revealed, which ties into the program's mission. Local resources which does include Southeast New Mexico College or SENMC, is identifies as a reliable resource for students who seek advanced educational opportunities. CLP continues to work towards continued dialogue with local agencies who are in place to support citizens who seek educational support.

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

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The Carlsbad Literacy Program has an established Memorandum of Understanding with Southeast New Mexico College. As the college does offer educational opportunities to citizens who wish to register, SENMC also communicates with CLP when there are mutual supports for students in our community. CLP and SENMC are two separate organizations with a mutual goal. Collaborations occurring within Carlsbad, through the Carlsbad Literacy Program and surrounding areas promote program goals and growth amongst those who are enrolled in the program. CLP has every intention to encourage the use of alternative options that may be beneficial to adults wanting to advance in their educational opportunities. NMHED is a source of CLP funding in FY 2025 and would utilize resources if necessary.

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?

Professional learning is important to promote growth in programs and the people who oversee program activities, and personnel. The Carlsbad Literacy Program was represented by the Board President and she was in attendance at the New Mexico Higher Education Conference in Albuquerque in November, 2023. With transition occurring in early FY 2023, it was the goal of the new acting director to attend as many trainings allotted due to time constraints. Due to working only part of the day, many professional learning opportunities affected consistent attendance. Professional learning helps and connects the directors, as well as the volunteers and tutors that assist to promote student and program growth. It is the intention of CLP to work towards improving on attending more events that are offered in FY 2025.

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Data Questions

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

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

There were 23 students enrolled, and 13 with non-zero hours with the Carlsbad Literacy Program in 2023-2024.

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.

The number of students served in PY 2023-2024 varied to unforeseen circumstances. Enrollment was affected and did decrease due to not having an active director, as well as an instructor to meet the needs of the student population.

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.

There were 386.50 hours total reported by the Carlsbad Literacy Program. The total reported included: Instruction: 221.50, Computer 2.50, Preparation: 106.00, Travel 14.50, and Other 14.50. Minimum included 1.00 and Maximum included 183.00.

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.

Carlsbad Literacy Program did not have any students who met set goals.

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.

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The number of tutor hours reported by the Carlsbad Literacy Program totaled was 151.15. The total number of hours included: Instruction: 92.65, Computer: 0, Preparation 38.50, and Travel of 20.00.

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 effectiveness of the Carlsbad Literacy Program continues to need growth and visibility in the community. Student variability is unpredictable, and the time commitment was a challenge to maintain consistency in working toward student's set goals.

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

Program data is important for visibility and growth. When data does show a need for improvement, change should be implemented in the areas of what needs to be the focus area. A weakness of Carlsbad Literacy Program was considered due to a gap in leadership due to unforeseen circumstances.

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

The Carlsbad Literacy Program aims to increase enrollment participation, and the challenges do include lack of personnel. The challenge of meeting the increasing growth of students without the help of volunteers and tutors. People want jobs that pay, and there is little to no interest or time to just tutor or volunteer. Additional funding would be requested when an additional cost is established.

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Financial Expenditures

Please provide the following information about your financial expenditures.

Additional grants, funding from partnerships, etc.

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

Source	Amount
United Way Impact Grant	\$10,000
Chevron	\$10,000
Carlsbad Community Foundation	\$2,500
Partners in Literacy Campaign	\$5,000
Other Donation Opportunities	\$2,500

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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.

The processes used to collect information regarding student needs includes an initial personal interview with those who wish to complete an application to the program. The needs and goals are vocalized by the students during the initial meeting. An established connection between what is needed is communicated, and an established expectation is communicated amongst all parties.

2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.

The student's expressed need permits thought as to what approach should be taken to support the student. A scaffolded approach to their needs and goals for example: A student wishing to obtain citizenship. If that student does not speak the language, the first step would be to provide English language instruction initially while working toward the citizenship goal.

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

The Carlsbad Literacy Program provides a supportive, and structured environment that promotes students gains as well as helps with their struggles.

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?

While the process always has room for improvement, collection of student needs, goals, and satisfaction is built on establishing trust, support, and patience.

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?

To improve in the upcoming year, CLP will continue to promote professional learning opportunities for the acting director, tutors, and volunteers. To support student goals and improve their satisfaction with provided services, continued learning and growth is

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expected to occur. NMHED is helping by providing supportive trainings which are opportunities for growth, and giving alternative perspectives.