



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

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

### **2024-2025**

Please email reports in PDF form to:  
[adult.education@hed.nm.gov](mailto:adult.education@hed.nm.gov)

**Reporting Deadline  
September 19, 2025**

**(Please email your reports to [adult.education@hed.nm.gov](mailto:adult.education@hed.nm.gov) no later  
than 5:00 p.m. on the due date.)**

# New Mexico Literacy Program Annual Report 2024-2025

## 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:                                                      | 88221                                |                                    |
| Main Phone:                                               | (575)885-1752                        |                                    |
| Website:                                                  | carlsbadliteracyprogram.com          |                                    |
| Social Media:                                             | Facebook: Carlsbad Literacy Program  |                                    |
| New Mexico Counties Served:                               | Eddy                                 |                                    |
| Submission Date:                                          | 09/19/2025                           |                                    |
| Program Director, Manager, or Coordinator Name and Title: | Carolina Salazar, Executive Director |                                    |
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|                                                           | Email:                               | carlsbadliteracyprogram@nmdelt.org |
| Alternate Contact Name and Title:                         | Maelene Soto, Board President        |                                    |
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|                                                                                     |            |
|-------------------------------------------------------------------------------------|------------|
|  | 09/19/2025 |
| Signature of the Chief Executive Officer or Designee                                | DATE       |
| Carolina Salazar, Executive Director                                                |            |
| Typed Name and Title:                                                               |            |

# New Mexico Literacy Program Annual Report 2024-2025

## 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.

With considerable changes occurring the previous year, the Carlsbad Literacy Program quickly adjusted to refocus on its mission. The program's student enrollment showed momentum as the Executive Director began an ESL class option. Soon, the program had a part time volunteer heading the ESL class. One enrolled student who had been working towards her citizenship certification did in fact pass her exam within 1 year! She received her certification in January 2025.

Some significant changes which occurred in the program: student attendance digressed due to changes in immigration laws. Some students who were attending were deported without notice.

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

Some of the main challenges for the Carlsbad Literacy Program this year centered around lack of volunteers to provide support to students as a tutor/teacher. The Executive Director provided students support in independent practices that supported their learning goal. While there was a lack of volunteers to assist in guided instruction, the director took the initiative to provide an ESL classroom setting.

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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.

Modalities of services provided in 2024-2025 program year included: one on one tutoring, small group tutoring, independent reading with support as needed. Online classes were not obtained, and is an ongoing process that requires extended knowledge with support. The different populations that were supported included adults wanting to improve literacy and were seeking to obtain their high school equivalency certificate; adults entering the workforce who needed support in learning basic computer skills, adults needing to improve in English skills to communicate effectively with clients, employers, and within the community. The Carlsbad Literacy Program's mission is to support adult education within Eddy County with a focus on adult literacy.

3. 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 provides support to adult citizens in Eddy County which include Carlsbad, Malaga, and Loving. CLP provides face to face instructional support for students on a one on one session, and in a small group setting. The program continues to work towards providing an online option for students to access. Students received educational support in the areas of basic literacy and computer skills, citizenship, support in high school equivalency certification, and basic English language skills,

CLP does collaborate with other small non profit organizations in Carlsbad to bring community knowledge of the program. It is the goal of the program to expand when there is a stronger "work force" to support the student population. In previous years, the enrollment fluctuated due to the Pandemic in 2020 to present. CLP is still trying to recover from the pause of the program.

4. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of literacy activities. Please specify the 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 Carlsbad Literacy Program (CLP) communicates openly with *SENMC* here in Carlsbad. An MOU with the college, provides students with educational avenues to meet their learning goals. *The Literacy Coalition of the Permian Basin* is also a supportive organization who communicates ways to assist the program. With both the Carlsbad Literacy Program, and Artesia Literacy Council being in Eddy County, both directors are searching for ways to communicate to support adult education and literacy in Eddy County.

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5. 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?

Professional development provided eye opening opportunities and established a connection with other like-minded individuals and organizations. The Carlsbad Literacy Program director attended professional development opportunities which included: Online seminars specifically for program directors, tutors or teachers. Attendance of director's meeting which provided and introduced a world of foundational knowledge. The NMAEA Conference meeting which supports programs by providing additional support in areas of adult education. Visibly, a program's consistent program data is an area CLP is working on improving. Outcomes of professional learning ultimately expand to extended skill sets.

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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 the total number of students with non-zero hours from the 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.

There were 61 students enrolled, 27 with non-zero hours.

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:

The majority of students were serviced in ESL and HSE preparation. A small percentage of the focus area was low literacy between 1 and 5.

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

The CLP mission is to support low-level adult literacy with support in presented areas that support work goals, and promotion to college enrollment.

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

With continued support training for the program which includes teachers, tutors, and specifically identifying the underlying areas that do focus on low-level literacy. While there are many contributing factors to learning, focused training on data database such as LACES might be the highest area of need.

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3. How many hours did students spend learning in your program in 2024-2025? Please include total hours by different categories 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.

The total average number of hours per student was 29.23; Maximum hours per student was 266.75 and minimum was 2.00

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

There were not any students who met their goal.

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.

Unfortunately, this data was put in incorrectly by the program director and data was not established. The program was limited to 1 tutor.

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 LACES database is not a strength of the program director, therefore there are inadequacies in true data which reflects in the reports. Strengths in the program are that CLP is an established program base with those who commit to literacy. The challenge in the data is understanding how the LACES database works with its intricate parts to show accurate data information.

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

The program director needs support in the LACES database, as the accuracy of data depends on funding.

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

While the Carlsbad Literacy Program did have growth, increased enrollment for the program relies on community outreach. Program visibility is important and the governing board is working on identifying strengths and weaknesses within the 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  |
|---------------------------|---------|
| United Way of Eddy County | \$5,390 |
| Chevron                   | \$4,288 |
| SIMCO                     | \$2,600 |
| DEVON ENERGY              | \$2,000 |
|                           |         |
|                           |         |

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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.

The process of collecting student needs and goals is established through the initial meeting with the Executive Director. As students register with the program, they meet with the director to identify their needs and individual goals. Student expectations and knowledge of what the program has to offer in support, establishes the root of participation in the program. The program director is involved in maintaining communication with the students enrolled to check for satisfaction of student literacy services. With CLP being a fairly small program, the director provides literacy services first hand, as tutors and teachers have been limited. Students discuss their main objective in participating with CLP due to the types of services provided.

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

The majority of the student population's needs and goals viewed the amount of time "out of school", and accessing services to result in job promotion and re-entering the workforce. With adult literacy being the primary initiative, most students needed high school equivalency certificates, basic computer skills, and working on the four primary skills of communication that include adult literacy.

Data collection was an area that was inconsistent, and was an area of struggle. The program director is working to show improvement in this area through establishing ongoing professional development and communication with other programs and professionals who specialize in this area.

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

The Carlsbad Literacy Program, or CLP helps students meet their needs and goals with student participation in learning sessions provided to them, as well as independent study. Program administration supported students individually as needed providing support, direction, and input of expertise in the specific goal area. Some students stopped attending the program due to little motivation, work conflict, or moving away. This disrupted consistent data information, and attendance of the amount of hours was cut short.

### 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?

Plans for improvement in the upcoming year will focus on pre and post assessments that show consistent data information. Establishment of student/program professional relationships is a strength within the program, but needs transparency to those outside looking in. The Executive Director initially being new to the program focused on learning the program. Ultimately in turn reflected improvements are necessary to assure transparency in data information to show student growth and meeting of their set goals.

### 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?

In the upcoming year, efforts are being made to improve on board participation to provide a balance of team alliances. We want to identify areas in need of improvement that promote visibility in our community to gain alliances, not only within our organization. NMHED has been a valuable ongoing resource that provides not only professional skills development, but also allows flexibility and ongoing support for success.