Annual Program Report
Cover Page

Program Name:	**Clovis Literacy**
Institution or Organization:	**Clovis Community College**
Address:	**417 Schepps Blvd.**
City:	**Clovis**
County:	**Curry**
Zip:	**88101**
Main Phone:	**575-769-4095**
Website:	**n/a**
Social Media:	**n/a**
New Mexico Counties Served:	**Curry, Roosevelt, De Baca, Quay, Guadalupe**
Program Director, Manager, or Coordinator Name and Title:	**Emily Glikas, Executive Director of Sponsored Programs**
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Alternate Contact Name and Title:	**Julia Alexander, Sponsored Programs Coordinator**
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(signature)   9/3/24

Signature of the Chief Executive Officer or Designee   DATE

Dr. Jonathan Fuentes, President

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.

   Clovis Community College (CCC) received literacy funding for the first time in FY 23-24. In its first year, the program established partnerships with CCC's Library and Clovis' public library, created and posted tutor job descriptions, developed a referral form and system for distribution to partner agencies for recruiting students, and selected and purchased a self-paced Adult Literacy software and curriculum, Lexia. Unfortunately, many of these activities occurred late in the fiscal year, and the program did not receive any referrals by the end of the year. This challenge and the planned remediation efforts are detailed in the next question. Due to this failure to launch, the program remitted $9,000 of its awarded funding to the state to be used for other literacy efforts.

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

   Clovis Community College was awarded literacy funding shortly before its Executive Director of Sponsored Programs took extended family leave, which led to several delays in launching the literacy program. While referral forms have been distributed among community partners, Clovis Literacy did not receive any literacy referrals in 2023-2024. In the upcoming year, Sponsored Programs staff are working proactively to truly launch Clovis' literacy program. Literacy program duties and development will be distributed across several staff members in the upcoming year, allowing the program to progress independently from any one employee's schedule. To support these efforts, the Sponsored Programs Coordinator will attend the Fall 2024 Literacy Director's Meeting to learn more about launching a new literacy program. Clovis Literacy staff have already been in contact with partners and community agencies to increase awareness and secure tutoring locations. As the program recruits students, it will also work to recruit tutors. The literacy tutor posting is live on CCC's website and receiving applications. Program staff will begin interviewing, hiring, and training qualified applicants in Fall 2024.

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.

Clovis Literacy has developed plans to provide instruction in a variety of modalities. The bulk of Clovis' literacy services will be provided in-person through one-on-one or small group tutoring sessions. This will keep instruction accessible and individualized. Clovis Literacy has also acquired a self-paced online literacy software that will allow students to work independently through online literacy lessons. The target audiences for Clovis Literacy are adults facing barriers due to their limited ability to read, write, or utilize digital tools to navigate job and college applications. Many of these adults may have learning disabilities, may be English Language Learners, may have children or other dependents, and may have employment or other obligations to juggle alongside their studies.

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

Clovis serves as a hub for a vast, rural area in Eastern New Mexico that contains Curry, Roosevelt, De Baca, Guadalupe, and Quay counties. The smaller communities that rely on Clovis include Portales, Melrose, House, Grady, Fort Sumner, Elida, Dora, San Jon, and Logan. After Clovis' Literacy Program establishes a strong system of tutors and partner agencies in Clovis, it plans to expand face-to-face services to Portales and Melrose and explore digital options for providing service to more rural areas.

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.

Clovis Community College partnered with the Clovis-Carver Library in developing its literacy program and application. This partnership has been cordial and informal; the library is offering space for tutors and literacy students to meet and referring individuals to literacy services. This arrangement will allow literacy tutors to meet with students in a safe, public space more centrally located in Clovis than the college.

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?

In September 2023, Clovis sent one staff member to the NMAEA conference on behalf of literacy. This was significantly impactful as this staff member, who will be key in administering the grant, had little knowledge of adult education and literacy services, programs, and grants.

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.

   0

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.

   N/A

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.

   N/A

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.

   N/A

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.

   N/A

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.
   Without any student data, it is impossible to gauge the effectiveness of program instruction or curriculum. The program's late marketing and outreach efforts in FY 23-24 were not effective in identifying or recruiting students for literacy services. Strategies for correction are described in the following two questions.

7. When you look at your program data, what changes you would like to implement and why
   The program's top priorities for FY25 are recruiting tutors and students. To recruit program tutors more effectively in FY25, program staff plans to partner with CCC's HR and Marketing departments to increase marketing and visibility of the literacy tutor job listing. Program staff will also review personal and institutional networks to identify individuals who may be interested in volunteering or working for the literacy program for a few hours each week and will explore

professional learning options for training partner agency staff to provide tutoring or instruction to students. To recruit students more effectively, program staff have already transitioned from a paper referral form to a digital form and have distributed this form more widely to community agencies such as United Way or Workforce to increase referrals and visibility. Program staff are also interested in identifying areas where literacy services can support students enrolled in other CCC programs. For example, some ESL students in CCC's Adult Education program struggle with literacy in their native language. In the upcoming year, Literacy staff will work more closely with Adult Education staff to identify current AE students who may benefit from literacy services.

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

The biggest barrier to increased enrollment and successful launch is the lack of staff capacity for administering the program. Because funding is so limited, all administration of the literacy grant has been absorbed into CCC's two-person Sponsored Programs department. It would be helpful to have a dedicated staff-member to administer the program and complete tasks such as interviewing, hiring, and training tutors, submitting monthly data reports, monitoring referrals, and other administrative activities. This position could be part-time but would likely require $15,000 to $30,000 annually to maintain.

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
N/A	$0

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.

   Clovis Literacy has developed a referral form to collect student directory information and basic information about their goals. When students first meet with a tutor, they will fill out a more complete registration form, review needs, and set goals with their tutor. These responses will be monitored as the student receives instructional services to track progress towards goals. The program will administer annual tutor and program evaluations to provide students with a space to give feedback on their tutors, curriculum, and other program components.

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

   Clovis Literacy has not yet collected any student data.

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

   Program tutors will be trained in motivational coaching techniques to help students establish, monitor, and evaluate goals. Students and tutors will revisit set goals monthly to evaluate progress towards or achievement of identified goals. If goals are not being met on the expected timeline, program tutors will work with the student to assess progress and identify barriers to success. Tutors and program administrative staff will explore options for removing or overcoming identified barriers to support increased student success.

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?

   Clovis Literacy has not yet collected any student data.

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?

   All processes described above are planned processes for the future.