

# New Mexico Literacy Program Annual Report 2024-2025

## Annual Program Report Cover Page

|                                                           |                                                                                                                        |                                                                         |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Program Name:                                             | <b>Total Literacy Clovis</b>                                                                                           |                                                                         |
| Institution or Organization:                              | <b>Clovis Community College</b>                                                                                        |                                                                         |
| Address:                                                  | <b>417 Schepps Blvd.</b>                                                                                               |                                                                         |
| City:                                                     | <b>Clovis</b>                                                                                                          |                                                                         |
| County:                                                   | <b>Curry</b>                                                                                                           |                                                                         |
| Zip:                                                      | <b>88101</b>                                                                                                           |                                                                         |
| Main Phone:                                               | <b>575-769-4095</b>                                                                                                    |                                                                         |
| Website:                                                  | <b><a href="https://www.clovis.edu/css/tlc.aspx">https://www.clovis.edu/css/tlc.aspx</a></b>                           |                                                                         |
| Social Media:                                             | <b><a href="https://www.facebook.com/ClovisCommunityCollege/">https://www.facebook.com/ClovisCommunityCollege/</a></b> |                                                                         |
| New Mexico Counties Served:                               | <b>Curry, Roosevelt, Quay, De Baca</b>                                                                                 |                                                                         |
| Submission Date:                                          | <b>September 19, 2025</b>                                                                                              |                                                                         |
| Program Director, Manager, or Coordinator Name and Title: | <b>Emily Glikas, Executive Director of Sponsored Programs</b>                                                          |                                                                         |
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| Alternate Contact Name and Title:                         | <b>Julia Alexander</b>                                                                                                 |                                                                         |
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|                                                           | Email:                                                                                                                 | <b><a href="mailto:alexanderj@clovis.edu">alexanderj@clovis.edu</a></b> |



Signature of the Chief Executive Officer or Designee

9/18/25

DATE

Dr. Jonathan Fuentes, President

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 2024-2025 program year. Please also share any significant changes in your program, context, and services.

**After a delayed launch from FY 2023-2024, Total Literacy Clovis (TLC) was able to successfully launch and begin serving students in FY 2024-2025. TLC hired its first tutor in November 2024, allowing the program to begin serving students just before the college's winter break. In Spring 2025, the program launched its recruitment efforts among Clovis Community College's (CCC) Adult Education (AE) program. This included developing criteria for referrals for concurrently enrolled students and a process for referring students from their AE classes to a literacy tutor. This allowed the program to enroll and serve 3 literacy students in the Spring of 2025.**

**Hiring a lead tutor has also allowed the program to continue building its outreach and marketing efforts. TLC now has a public-facing page with a digital referral form available on CCC's website. Program staff were able to promote the program through several local media channels by joining CCC radio spots, and in March, TLC staff were invited to share information about the program on KENW-TV's "You Should Know" show.**

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

**The primary challenge facing TLC this year was low enrollment. The program believes this is due to being a new program, a lack of awareness of available services in the community, and a lack of administrative direction due to insufficient funding for hiring a full-time administrator and the unavailability of a part-time administrator. As the program enters its third year, the appointment of a lead tutor and restructuring of administrative oversight has addressed some of these issues. Administrative tasks have been split between two full-time CCC employees to ensure that program reporting and data submission are completed and that program efforts are coordinated with CCC services such as marketing and scheduling. The lead tutor has taken a lead on the partnership outreach and recruitment tasks that were previously falling through the cracks, and the program anticipates seeing the payoff of these efforts in the upcoming year with increased enrollment and referrals.**

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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.

**TLC provided literacy services through one-on-one, in-person tutoring sessions. These sessions were provided in one-hour time blocks 1-3 times a week, depending on students' schedules and needs. TLC's tutor also provided students with "homework" materials for additional study outside of sessions, which typically included lessons on the Lexia software, readings from textbooks, worksheets, or other printed materials. Student completion of these activities was not tracked, but TLC is exploring ways to track some of these activities as distance instruction in the upcoming year.**

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. These remote, rural areas often feature high rates of poverty and low rates of literacy. In the upcoming year, TLC plans to explore expanding face-to-face services to Portales and introducing distance learning options for individuals residing in the other communities in our area of service to help tackle the literacy deserts in Eastern New Mexico.**

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.

**TLC has a formal arrangement for provided services with its host, Clovis Community College (CCC). This arrangement assures literacy tutors and students have access to campus resources available to other students, such as IT support, access to Campus Cabinet (the on-campus food pantry), and access to study spaces and labs across campus. TLC is housed within CCC's Center for Student Success, which also hosts CCC's AEFLA program. This has allowed TLC to partner with existing AE services for recruiting students and establishing program processes and procedures. The program has an informal arrangement with the Clovis-Carvery Public Library to increase referrals and access additional study spaces located more centrally in Clovis. In the upcoming fiscal year, TLC intends to expand informal partnerships with other local agencies such as United Way, Salvation Army, the Workforce Connection Center, Habitat for Humanity, and others to increase awareness of TLC's services and increase enrollment through partner referrals.**

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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?

**Professional learning was essential to onboarding TLC's lead tutor, who attended the MPAEA conference, joined Literacy Tutor Drop-In hours on Google Meet, and completed asynchronous PL through Literacy Works and the Propel portal. These opportunities equipped our tutor with a strong understanding of the Adult Education and Adult Literacy structure in New Mexico, available supports and services, available training materials for hiring future tutors, and available free resources for literacy learners. CCC's Executive Director for Sponsored Programs (the administrative lead for TLC) attended Literacy Director meetings throughout the year to remain informed of grant requirements, available resources, and data collection procedures.**

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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.

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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:

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

**Total Literacy Clovis (TLC) is increasing our marketing and outreach efforts to recruit individuals in need of services who are not seeking other Adult Education services. As flyers, web ads, and radio ads have not generated much traffic with this population, the program is focusing on partner referrals in the upcoming year. The program's lead tutor has compiled a list of local partners who may encounter low-literacy individuals in need of services in their agencies, and has been reaching out via phone and email to make introductions, exchange marketing and referral materials, and increase awareness of available TLC services. We are hopeful that these efforts will increase our ability to identify and attract low-level literacy students who we are currently missing.**

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

**NMHED's planned outreach campaign should help us with our marketing to partners who are interacting with individuals who may need these services in our community.**

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.

**TLC's total hours for FY 2024-2025 were 82. Average hours per student were 27.33 with a minimum of 11 hours and a maximum of 58.**

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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.

**Each student served met at least one goal in the time period. Goals met included retaining employment, purchasing books or magazines, and improving reading skills.**

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.

**TLC's two tutors provided 82 hours of tutoring in FY 2024-2025. The average number of hours per tutor was 41, with a minimum of 8 hours and a maximum of 74.**

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.

**TLC is highly effective in serving the students it has enrolled, as evidenced by the achievement of goals for each student (even when considering goals not captured in LACES, discussed in the following question). The program has a strong connection with these students, providing an average of 27 hours of tutoring per student, which is particularly notable as our first student started in the middle of the year. However, enrollment is still falling far short of area need and the program desperately needs to attract more students, particularly students who are not already enrolled in CCC's Adult Education program. Our goal in FY 2025-2026 is to increase enrollment significantly while maintaining a strong record of contact per student and continuing to assist students in achieving their goals.**

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

**One data practice that TLC struggled with this year was entering and tracking student goals into LACES. We would benefit from more guidance on how we can edit goals in LACES, how to add and track custom goals, and what goals other programs are regularly using with students as we have found a misalignment of goal sheet templates from other programs and available goals to select in LACES. We would also like to ensure that we are maintaining adequate student assessment information and evidence for goal completion.**

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

**The program is enhancing its outreach strategy to better connect with individuals who need literacy support but are not currently engaged with Adult Education programs. Since traditional marketing methods like flyers and ads have had limited success, TLC is shifting its focus toward building relationships with local organizations that may serve low-literacy individuals. The lead tutor has been actively contacting potential**

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**partners to share information and referral materials, aiming to raise awareness and improve access to TLC services.**

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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   |
|------------------------------------------------------------|----------|
| Institutional Rent, Utilities, and IT Support Contribution | \$63,200 |
| Institutional Supply Contribution                          | \$650    |
|                                                            |          |
|                                                            |          |
|                                                            |          |
|                                                            |          |

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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.

**Total Literacy Clovis has developed registration and goal setting forms to collect student directory information and information about their goals. When students first meet with a tutor, they complete these forms, review their needs and educational goals, and set achievable goals with their tutor. The program administers annual evaluations and exit interviews 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.

**This year, all three literacy students served by the program were students who had enrolled in Clovis Community College's High School Equivalency (HSE) program, but struggled with reading proficiently enough to fully benefit from HSE curriculum and instruction. These students are typically in the lowest NRS levels and attend many instructional hours without attaining their goals. As tutors have met with these students, one-on-one interactions often identify further student needs, such as undiagnosed disability, housing insecurity, or food insecurity.**

**In surveying local census data and communicating with area partners, Total Literacy Clovis also recognizes a great need for literacy services for students who are not seeking other Adult Education services. We are increasing marketing and partnership efforts to address this issue.**

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

**Total Literacy Clovis supports the needs of currently served students by providing one-on-one literacy instruction that meets students where they are at and works to build students' abilities to succeed in the HSE courses available at Clovis Community College (CCC). We have acquired Lexia® software to provide reading instruction below what is available in Essential Education or Aztec, and use other foundational materials to address gaps in students' reading skills that may be preventing them from successful participation in their HSE courses. Our lead tutor has spent a significant amount of time this year meeting area partners and learning about available resources and support to connect students to external resources for non-academic needs. Partners we referred**

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**students to this year include DVR, CCC's Campus Cabinet (Food Pantry), SNAP, and WIOA Youth.**

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?

**As we have started serving students, we have already identified several areas of document collection and storage that we need to address in the upcoming year. We have already begun work on several of these tasks which include developing a storage system for student files after exit, developing a communication procedure for sharing referrals between Adult Education and Adult Literacy, developing a clear policy for students concurrently enrolled in both programs, solidifying our process for collecting student attendance information and goal tracking from tutors for monthly reports, and providing tutors with more training on Literacy goals and grant requirements.**

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?

**Over the course of the upcoming year, our primary goal is to expand our services beyond AE referrals to begin truly serving our literacy learners most in need. Through the summer, we have worked closely with CCC's marketing department to develop a webpage, online referral form, and paper flyers to distribute among the community and to local partners. Our lead tutor has been working on building a repository of partners for contact, and working her way through the list to equip those who may be encountering individuals in need of literacy services with awareness of our services and contact information for making referrals. One partner that has already been responsive is United Way, who has invited literacy staff into their community partner meetings to help advance this work.**