

New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Deming Literacy Program	
Institution or Organization:		
Address:	P. O. Box 1932	
City:	Deming	
County:	Luna	
Zip:	88031	
Main Phone:	575-546-7571	
Website:		
Social Media:		
New Mexico Counties Served:	Luna	
Submission Date:	09/12/2025	
Program Director, Manager, or Coordinator Name and Title:	Marisol D. Perez Program Director	
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Signature of the Chief Executive Officer or Designee

09/16/2025

DATE

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

We completed 2024-2025 program year with 5 students who showed level gains in their learning. Improved communication skills with their children's teacher and are reading more to their children. Have better communication skills at their current jobs.

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

Our biggest challenge is retaining the students that register to continue to learn. Many students have seasonal jobs, so they register but when field labor opens, they go to work and many don't return until the season is over, which is usually late April beginning in May. Students also have issues with public transportation, because their sessions are in the evening and public transportation doesn't operate in the evening. Our next issue is babysitting; many families don't have family members to watch their children so that's another reason why students do not attend. We don't discourage them from bringing their children, if that's what's going to get them here to attend but many children get tired and don't let their parents' study.

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.

All our tutoring is small group and face to face. We service students who are wanting to learn to read, write and speak English. Most of our students are Spanish speakers who want to better their lives and go into the workforce or better their education.

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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
City of Deming – Building & utilities	36,000.00
Rental events	4,000.00

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4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service?
Deming is located 30 miles from the Mexican Border. Many of our students work in the fields during the seasons. As of right now we don't foresee any expansion in our services, due to lack of volunteers.
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.
Our program has collaborations with the following local organizations and agencies. This year we are working in partnership with Western New Mexico University they are utilizing our building to hold their GED and ESL classes. We are working on the MOU between WNMU and the Deming Literacy Program. We have referred students to WNMU to continue their education or to receive their GED.
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?
As a director I try to attend as many of the zoom meetings as possible. I also share the information with my tutors and/or potential tutors. The Propel page has also been very helpful.

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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.

The total number of students served during 2024-2025 program year was 67 students.

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:

Two students improved their low-level reading. We don't have any math literacy students.

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

One to one tutoring or small group.

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

To provide distance learning opportunities with computers for our students and tutors.

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.

The total number of hours for fiscal year 7/1/2024 - 6/30/2025 for students were 372 hours.

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.

Three students met their goals for fiscal year 7/1/2024 – 6/30/2025.

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.

The total number of tutoring hours and non-zero hours in fiscal year 7/1/2024 - 6/30/2025 were 676 hours.

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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.

When a participant registers information regarding goals, interests and needs are located in our applications. When students need services such as job searching, childcare, furthering their education or medical care. We contact local agencies or organizations to see what services they offer and how they can help our students.

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

The data that we collect is based on the needs of our students and the goals whether a short term or a long-term goal. We strive to help them reach them. They come to our program nervous and scared. We speak to them to find out more about them and what their needs and goals are. Learning English is a major factor. They want to get better jobs or advance in the job they currently have. Better their education and what it will take to get them there. They come with some educational background but lack the English language. For some it might be just wanting to read with their child, so there we would find ways to teach them those skills for reading.

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

Once we start working with our students, we find materials that will help us to teach them what they need to know and how we can help them to reach their 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?

In the upcoming year we hope to have more time to communicate with each student and revisit their needs and goals. For as long as we have them in our program.

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?

Have more communication with our students, keep an open mind of their goals and how we can help them reach their goals together. NMHED can continue to hold meetings even through zoom to get ideas from others when we struggle to keep our students engaged in their learning.

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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.

As we look at our program outcomes, it is an effective program. Our students gained levels in their learning and continued to return for each session. Our programs strengths are working and engaging our students in their learning and life skills. Our challenges were knowing which assessments were being utilized if any, in other literacy programs in our state.

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

Meeting with other literacy programs to see what standard assessments are being used within our state and implement it. We are using an old assessment English as a second language oral assessment (ESLOA), which gives us a little background of where our students are. This assessment covers listening skills and speaking if they go to the next level of assessment. We have also used CASAS but it is not a complete set. Years back we were told that we didn't need to assess our students, but we feel that we need a basis to see where they are in their learning capabilities.

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

To increase enrollment, we have an open enrollment program. Students register and are not dropped due to seasonal work or personal conflicts. Students travel to work and return to sessions when they return home. We have never tried to have semesters in our program we just continue from September to May. We are not sure if switching to semesters would help us with increasing enrollment, but we sure could try it.