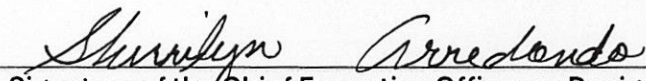
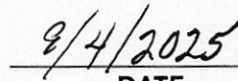


New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Hidalgo County Literacy Program	
Institution or Organization:	501 c 3 Non-Profit Charitable Corporation	
Address:	317 E 4 th St [Ste B]	
City:	Lordsburg, NM 88045	
County:	Hidalgo	
Zip:	88045	
Main Phone:	575-313-7738	
Website:		
Social Media:		
New Mexico Counties Served:	Hidalgo	
Submission Date:	09/04/2025	
Program Director, Manager, or Coordinator Name and Title:	Sherrilyn Arredondo, Program Director	
Contact Information:	Phone(s):	575-313-7738
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Alternate Contact Name and Title:	N/A	
Contact Information:	Phone(s):	N/A
	Email:	N/A


Signature of the Chief Executive Officer or Designee


DATE

Sherrilyn Arredondo, Program Director, Administrator
Typed Name and Title:

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Narrative Questions re: 2024-2025 Program Year [Narrative Note: Hidalgo County Literacy Program ID as HCLP]

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.
HIGHLIGHT-A positive and determined resolve was elevated by overcoming and reversing previous doubtful operational and incompetency perception ratings. ACCOMPLISHMENTS-The continuation of operational funding to HCLP for FY2025 granted to HCLP witnessed enrollment growth in its ESL and BL programs while ongoing citizenship endeavors earned progression for one and success for another.
2. Please describe your main challenges in 2024-2025 and what you are doing or plan to do to address them.
Impotent anguish overwhelmingly roamed the halls of HCLP on 11/7/2024 as results of presidential election were announced. HCLP lost six (6!) of its ESL members, vanishing from HCLP to places unknown; There is no challenge to this circumstance, just distressed sadness. With preparations previously begun, HCLP' fiscal agent, Hidalgo County, moved forward with much needed renovations to the building complex housing HCLP. Construction efforts began in earnest in early FY'24-5, continuing intermittently into early 2025. Multiple disruptions in HCLP scheduling were necessary evils, but the renewed HCLP quarters truly outweighed the minor to major irritations. The existing internet availability or lack thereof continued into FY2024-25, but governmental efforts brought improvement to much of Hidalgo County. Still a challenge, most of HCLP participants do have fairly adequate communication pathways. Efforts to improve the long-term and ongoing 'elephant in the room' challenge of added/replacing staff and volunteers found no resolve in FY2025. However, a very beneficial increase in FY2026 funding is projected to be used to aggressively pursue an enhanced balance of staff and volunteers.
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.
As stated in previous reports, the population area receiving literacy services remains adult 16+ persons residing in Hidalgo County. Population diversity with HCLP includes English Second Language, Special Needs Learning and Physical, Generational Parents, and Single Adults. While 1-on-1 tutoring is the mainstay method for HCLP, Small Group Face to Face, Distance Hard Copy, and On-Line (recently initiated) methods are also available and used.

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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?

Known as the bootheel of New Mexico, Hidalgo County borders Arizona on its Southwestern side and Mexico on its international southern border. Spanning approximately 3500 square miles of area, Hidalgo County is spacious but very sparsely populated. Within the County there are five communities-Lordsburg, Animas, Cotton City, Rodeo, and Virden with [City of] Lordsburg serving as the Hidalgo County Seat. Major economic industries supporting Hidalgo are farming and ranching operations and tourism.

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.

There are no changes to the HCLP information previously provided: With the exception of the formal agreement for operational funding between NMHED and HCLP, there are no other formal agreements. However, HCLP informally encourages and cooperates with referrals, timelines, and locations with judicial, probationary, governmental, educational, public, and civic organizations and institutions in Hidalgo County for the provision of any level of adult literacy and secondary educational needs. HCLP does advise any adult learner living or relocating outside HCLP jurisdiction to seek the services of identified sister NM programs.

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?

HCLP participated in various informational zoom meetings when scheduling allowed. Other than the Fall Conference, FY2024-5, attended by HCLP, budget and personal financial/physical restrictions prevented any other in-person attendance by HCLP staff. The information, conversation, and assistance offered on all stages of NMHED/Propel platforms during these meetings are above reproach and all are truly appreciated. As a remote, rural, and small literacy program, it is abundantly evident to HCLP staff that program staff and capabilities are technically and digitally far lacking in comparison to the larger, urban programs. While NMHED conferences and digital meetings are very informative, necessary, and desired, the gap between urban and [HCLP] rural is very evident. From these observations, HCLP must broaden its tech/digital capabilities to appreciate best practices development.

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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.

HCLP reports that it had 21 students with more than one hour.

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:

HCLP reports that it had 8 students with improved Reading and 3 with improved Math skills.

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

Previously, students in preliminary level placement process who test poorly in reading and/or math skills begin their journey with more testing to define specific needs. In the future, for the learning journey following the placement process, all students will undergo specific reading/math tests to identify potential concealed subject needs.

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

HCLP staff requests and welcomes guidance and recommendations regarding its practices and materials as well as other constructive methodology

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.

HCLP reports the following: Total Hours-891 Average-42.43 Maximum-126 Minimum-11

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.

ATTACHED

STUDENT: Goals Met in Time Period by Type

09/04/2025

Agency Name: Hidalgo County Literacy Program**Date Range between:** 7/1/2024 & 6/30/2025

Description: Report runs on the selection of students in the list view and includes the number of goals met in the specified time period, broken down by goal type with the total number of goals met within each type. Parameter for goal met date range.

Total Number of Goal Types: 5**Goal Type**

Economic Goals

Goal Keyword	Number of Records
Advance in employment	2
Attain or retain employment	6
Complete job application or interview	5
Improve financial skills	5
Improve job application or interviewing skills	7
Obtain a pay increase	4
Obtain workforce skills	9
Other economic goal	7
Total Number of Records:	45

Goal Type

Educational Goals

Goal Keyword	Number of Records
Improve digital literacy skills	8
Improve English language proficiency	6
Improve math skills	3
Improve reading skills	8
Improve speaking skills	5
Improve writing skills	1
Other educational goal	3
Pass HSE Math Exam	2
Pass HSE Reading Exam	1
Place in training program	3
Read more than before receiving literacy services	2
Total Number of Records:	42

Goal Type

Family Goals

Goal Keyword	Number of Records
Other parenting or family-related goal	2
Total Number of Records:	2

Goal Type

Personal Goals

Goal Keyword	Number of Records
Gain personal confidence	9
Other personal goal	6
Read books or magazines (for personal use)	1
Total Number of Records:	16

Goal Type

Societal/Community

Goal Keyword	Number of Records
Attain citizenship	1
Have a conversation in English	2
Organize or participate in neighborhood meeting, community forum, or similar	1
Other community/society goal	3
Total Number of Records:	7

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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.

HCLP reports the following categories and numbers:

Tutors=1-BL.HS / Instruction=891 / Preparation=449.5 / Combined=1340.5

Tutors=1-ESL / Average=670.25 / Maximum=1,044 / Minimum=296.5

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.

With reflective thought, HCLP staff has the following opinions: Dedication to the program purpose and student body is evident through tutor time donated. Student documented improvements in reading and math numeracy is disappointing. Of the 21 students [21=8 ESL+13 BL.HS] referenced by this report data, program effectiveness is above mediocre, but inside the year-history knowledge of HCLP tells of real mediocrity. Strengths of HCLP are the dedication of admin and volunteer staffs who have the willingness and patience to make changes; Just as importantly, students eager to stay in the program is a huge strength which feeds the dedication aforementioned above. The big challenge will be finding additional personnel who will exhibit the determination and dedication to HCLP necessary to help banish the mediocrity and further the fledgling digital learning phase. Another challenge is daunting because geographic and economic outlooks are unchanged; digital technology is quite often interrupted which can greatly interfere with digital learning. But, with leadership persistence and encouragement to the students, these factors receive technical service or self-repair with time.

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

Picking up on the portion of #6 'inside the year-history knowledge of HCLP tells of real mediocrity', HCLP staff believes it would be beneficial if NMHED devised, for inhouse purposes only [not to conflict with Katya's program], a somewhat similar end-year report that includes lost enrollment. Case in point is the devastation to HCLP-ESL at election time---8 students slashed to 3 in one day---plus other drop-outs during the program year.

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

HCLP is contemplating joining social media and creating a webpage. Hidalgo County is quite rural in practice and thought, but gradual infiltration of younger generation into civic and political cultures influence this contemplation.

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.

For the duration of students' involvement with HCLP, in addition to intake registration data, student-staff conversations have played a huge role in building biographical essays of its students. This has been a passive, revealing pathway used by HCLP to collect student info-data.

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

Common strands of need include poor reading skills frequently coupled with the inability to assimilate the reading materials. The effect of these characteristics affects students' ability in other subject areas as well. Seldom do students' goals stated at intake relate to their ability to read.

3-How does your program help students meet these needs and goals? **Students of HCLP with unrealized reading incapacities are gratified to know such are instrumental to leading them to the HCLP doors. This knowledge boosts their self-esteem and belies the labels of stupid, lazy, uncaring, etc. that have long been implanted in their psyche. Their goals change to include self-improvement first.**

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? **HCLP has no plans to change the processes as herein disclosed. They adhere to the doctrines that are the backbone of HCLP as set forth by its forebears. However, new and innovative approaches can be incorporated.**

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?

Suggestions and information from sister programs and NMHED are welcomed.

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