

**Annual Program Report
Cover Page**

Program Name:	Literacy Volunteers of Santa Fe	
Institution or Organization:	Literacy Volunteers of Santa Fe	
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County:	Santa Fe County	
Zip:	87508	
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Social Media:		
New Mexico Counties Served:	Santa Fe, Rio Arriba, & San Miguel	
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Letty Naranjo

Signature of the Chief Executive Officer or Designee

09/03/2024

DATE

Letty Naranjo, Executive Director

Typed Name and Title:

NMHED Adult Literacy Program Annual Report 2023-2024

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. LVSF served more students this fiscal year than in FY22-23 (261 served in FY22-23). In FY 23-24 we served 353 students. Our program has also implemented an improved student onboarding process which advises students of services offered through the student wellness department.

LVSF staff have made tracking student goals a priority in this fiscal year, and our data reflects a significant increase in the student goals met. Our data reflects **303 goals achieved** by our students, including in the areas of work and education.

Our programs have provided many opportunities for professional development for our tutors this fiscal year. **30 volunteer tutor workshops and trainings were provided** for volunteer tutors. We **acquired 31 new ESL tutors, 16 new BL tutors, and 13 new Citizenship tutors**. ESL tutors were also invited to join 18 additional professional development workshops over the 23-24 fiscal year. We also offered two tutor teas and a tutor appreciation event over the course of the year.

The ESL program also began offering drop-in tutoring sessions on Tuesdays and Thursdays for those students who were on the waitlist or who could not make a lengthier commitment. The drop-in program has been successful and has accommodated over 20 students during the offering. The workplace program has continued to see a significant increase in participation, and we offered another series of digital skills workshops in Spring 2024.

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

While we continue to be challenged by Board fluctuation, our Board is working on training and reestablishing regular committees. We are happy to see that leaders on the Board are emerging to guide newer members.

Although all programs still have students on a waitlist, the waitlist numbers have reduced due to new tutors and the availability of ESL drop-in sessions.

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As a team, we have been working on student and tutor retention, which is a challenge, as students and tutor's lives are often in flux and we have a very small staff, but we are seeing positive results, as in the increase of goals met and in offering more services and support to both tutors and students.

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.

LVSF serves students one-on-one, small group tutoring, large groups and online. LVSF strives to serve students in all manners and in locations which are convenient. LVSF provides services in local public schools, churches and where students can meet, including at other community organizations and shelters. LVSF works with SFCC Student Accessibility Services to provide necessary accommodations to students with disabilities.

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

LVSF serves students mainly from Santa Fe County and in the rural areas surrounding Santa Fe. However, students are also served from surrounding counties when needed. Students from rural areas or with transportation issues can be served online. The workplace program continues to expand services in local businesses. Our Citizenship program offers services to folks in areas where citizenship studies are not offered. The Basic Literacy coordinator will use social media to recruit more students. LVSF also partners with the SFCC ESL program to advertise their services.

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.

LVSF continues to partner with SFCC's ACE, I-BEST, and ESL programs to support their intake and orientation activities and receive referrals of students who need additional tutoring to support their studies so that they can meet their work and educational goals. We also have partnerships with Santa Fe Public Schools (SFPS), The Retired Senior Volunteer Program (RSVP), and the Santa Fe Public Libraries (SFPL). We have an MOU agreement with SFPS, as they provide space for classes, which includes parents at Cesar Chavez and Sweeny Elementary School.

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Our Workplace program has formal MOUs with all the participating workplaces. LVSF also continues to collaborate informally with Somos Un Pueblo Unido, Santa Fe Dreamers, and Catholic Charities to support ESL students. We refer adults to other Adult Education programs in the state as needed. As mentioned, the Basic Literacy (BL) program is still working to reestablish an MOU with Santa Fe Corrections to help support and prepare incarcerated individuals for reentry. The BL program is also working to partner with Nusenda on financial literacy.

LVSF has partnerships with foundations, organizations, and agencies throughout Santa Fe that refer students to us and who we also refer students to that need support and service beyond what LVSF can deliver. For example, we refer immigrants who may need legal services to the Santa Fe Dreamers Project and Catholic Charities. For immigrants who need help understanding their rights, we refer them to Somos Un Pueblo Unido and U.S. Citizenship and Immigration Services, and we provide Citizenship tutoring at Somos. Those seeking healthcare are referred to La Familia Medical Services, Villa Therese Medical Clinic, or Presbyterian Medical Services. For those who need assistance finding jobs, we refer them to the Santa Fe Community College, HELP New Mexico, SER Jobs for Progress, New Mexico Workforce Connections, and New Mexico Department of Vocational Rehabilitation (DVR) for those with disabilities. We refer those needing mental health services and counseling, substance abuse services, and housing to Life Link. Sojourner's Café, Esperanza Shelter and Life Link have reached out to LVSF to provide services to their clients. Two new ESL tutoring groups were begun at Esperanza Shelter and with Life Link's Sojourner's Café.

All of these collaborations support our main goals of strengthening our community by increasing education, citizenship, critical thinking, decision-making, communication, access to public benefits, and health literacy; strengthening our families by supporting parents' literacy skills, increasing parents' involvement in their children's lives and education, and improving financial literacy; and strengthening our workforce by increasing employment obtainment and retention, job status, earning potential, comprehension of work information, communication and computer skills, and enrollment in pre-High School Equivalency credential studies. Literacy is crucial to an individual and their family's success; thus, the entire community must work together to ensure that people have the support services they need to increase their skills.

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?

Our Basic Literacy Coordinator participated in LEAD Institute. Her participation helped LVSF address student and tutor retention, tutor and student recruitment, and strengthening onboarding processes for both tutors and students. As a result, staff members were assigned to committee projects to implement specific goals that focused on these issues and how to strengthen all LVSF programs.

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LVSF staff attended the Annual SFCC Adult Education (AE) Retreat held at the Santa Fe Mountain Center. In collaboration with the AE staff, we were able to do team-building and reflective exercises which helped us work together toward common goals. We discussed performance outcomes improvement and activities to assist us in reaching our goals. LVSF staff participate in AE Working Staff Committees which meet monthly on goals and activities. The Communications Committee, the Program Outcomes Committee and the Marketing Committee.

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.

We served **353** students.

2. Compare the number of students served in FY 2023-2024 with expected enrollment from grant proposal. Discuss the differences and challenges that you encountered.

Our goal was to serve 300 students in FY 2023-2024. We exceeded our goal by serving 353 students.

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.

The total number of hours that students spent learning in FY 2023-2024 was 10,219. The breakdown is 10,124. in instructional hours, 87 hours on computer-based learning, and eight hours in the “other” category which may indicate a field trip to the library and/or museum. **The average number was 28.95 hours per student.** The maximum number of hours that students spent was 134 hours and the minimum number of hours was one hour.

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.

303 goals were met. Please see attached Goals Met in Time Period by Type Summary.

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

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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.

One hundred and thirty tutors spent a total of 9,647 hours in 2023-2024. The breakdown in categories is 5,188.35 in instructional hours, 2,486.90 in preparation hours, and 1,761.30 in travel hours. The number of hours in the “other” category is 210.24.

The average number of hours per tutor is 74.21, and the maximum number of hours that tutors spent was 463. The minimum number of hours that tutors spent was 1 hour.

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.

Our program is very effective. LVSF has dedicated staff to help students attain their goals. With the careful selection and training of volunteer tutors, students and tutors can develop strong relationships, and both tutor and student commit to the time and consistency that tutoring requires. LVSF staff is committed to cultivating collaboration with ESL workplaces, non-profits, agencies, and organizations. This is a strength to support students and their families in their day to day lives by referring them to these agencies and vice versa. The flexible programming that LVSF offers also helps students set goals and work towards them while studying at times/days and locations that are convenient for the students. This flexibility allows students to fully participate and become more integrated in their community. Our data shows that 303 goals were met in this past fiscal year.

While we increased our number of total students considerably, we know that we need to work on retaining students, first past the initial intake, and then past 12 hours, and then to 40 hours and so on, depending on students’ needs. It is a challenge for tutors and students to meet even 3 hours a week when schedules are very busy, travel is prevalent, and many tutors don’t want to meet during the evenings.

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

As a team, we would like to continue focusing on student and tutor retention, which is a challenge, as students and tutor’s lives are often in flux and we have a very small staff. We are seeing positive results, as in the increase of goals met and in offering more services and support to both tutors and students. This is why we’d like to continue implementing the Plan for Program Improvement that our previous Basic Literacy Coordinator began. This is to address student and tutor retention, tutor and student recruitment, and strengthening onboarding processes for both tutors and students. In addition, although evaluation of students in our adult literacy program is not a requirement, LVSF staff would also like to continue to test students at the recommended intervals.

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

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We would like to focus on student and tutor recruitment and outreach by tabling at local stores and agencies, making presentations at businesses, and conducting additional tutor trainings. Outreach efforts through social media will be implemented. Students are more likely to use Instagram or Tik Tok. The program would benefit from an additional half time position to assist with data entry, and pre- and post-testing. This would require an additional \$25,000.

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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 2023-2024.

Source	Amount
City of Santa Fe	\$64,000
Dollar General Literacy Foundation	\$8,500
Frost Foundation	\$15,000
Las Campanas Community Fund	\$13,000
N3B Foundation	\$10,000
New Mexico Foundation	\$5,000
TOTAL	\$115,500

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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.

Our programs start with a student intake with the coordinator. This includes an evaluation to assess current literacy levels. We use the Test for Adult Basic Education (TABE) for our BL students and the Comprehensive Adult Student Assessment System (CASAS) for ESL students for pre and post-testing (after ~40 hours or a year if close to that). Staff informally assess students' speaking and writing skills and utilize a goal sheet to track their goals. The BL program uses an informal questionnaire about learning differences, and staff also asks students essential questions about their needs. LVSF collects student goals monthly when tutoring hours are collected from tutors.

The LACES database allows us to set baselines, track program progress, and student goals, and deliver streamlined data reporting. We enter students' outcomes along with their basic information and assessments. The student outcomes that we measure align with the list of NMHED's goals on LACES.

LVSF used a combination of paper and electronic end-of-year surveys (a Google Form) to collect information about student needs, goals, and satisfaction. This collection is completed when students are post-tested and is ongoing since our students meet throughout the year. Coordinators are continuing to collect this information as we meet with our students.

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

Getting a job or advancing in employment or pay is a common goal. Our Workplace students want to increase their workplace skills to communicate better with their co-workers, employers, and customers. Our Citizenship students would like to become US citizens. Other common, specific goals are becoming more involved with children's education, increasing personal confidence, increasing computer, financial, and health literacy, getting a driver's license, and registering to vote.

From our survey results students have stated a need for tutors to exhibit more patience, have more hours of tutoring time, and understand how a student's work schedule can impede participation.

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

Throughout the year, LVSF provides volunteer tutors with advisement on how to collect student goals and report instructional hours, and goals met each month. We also provide professional development opportunities, which help them develop more skills to help their students. The workshops can be specific to teaching methodologies or simply a tutor-teacher circle where tutors can talk about their tutoring experiences. This fiscal year, we plan to address issues such as tutor patience, student persistence and other areas that come up once we collect more survey information.

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?

Student responses are difficult to obtain. This year, LVSF would also like to use the “send message” button in LACES to send the electronic survey link via email and text to increase the number of responses. We would also like to implement the goal of starting survey collection earlier in the Spring.

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?

The LVSF ESL Drop-In Tutoring Lab was a success this past fiscal year. As a result, LVSF would like to offer a drop-in lab with a different schedule to accommodate various student schedules. LVSF would also like to provide students with opportunities to become more involved with the program by offering student workshops, a resource fair, and a game night or field trips for students and tutors. The goal is to help students feel like the LVSF program is genuinely a part of their community.

STUDENT: Goals Met in Time Period by Type

09/03/2024

Agency Name: Literacy Volunteers of Santa Fe

Date Range between: 07/01/2023 & 06/30/2024

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	9
Attain or retain employment	16
Complete job application or interview	1
Improve financial skills	3
Improve job application or interviewing skills	2
Obtain a pay increase	1
Obtain assistance (e.g. with food insecurity, housing, transportation, healthcare, legal services, domestic violence, addiction)	3
Obtain workforce skills	13
Other economic goal	4
Total Number of Records:	52

Goal Type

Educational Goals

Goal Keyword	Number of Records
Complete post-test educational function level gain	2
Entered an Adult Education (AE) program	1
Improve digital literacy skills	4
Improve math skills	14
Improve reading skills	26
Improve speaking skills	39
Improve writing skills	24
Increase test score	31
Other educational goal	9
Pass HSE Math Exam	3
Pass HSE Reading Exam	3
Pass HSE Social Studies Exam	1
Pass HSE Writing Exam	1
Place in postsecondary education	2
Read more than before receiving literacy services	2
Total Number of Records:	162

Goal Type

Family Goals

Goal Keyword	Number of Records
Communicate with school teachers/staff	4
Increase involvement in child's education and activities	7
Other parenting or family-related goal	5
Read books or magazines (with/for child or family member)	6
Visit library (with/for child or family member)	1
Total Number of Records:	23

Goal Type

Personal Goals

Goal Keyword	Number of Records
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Gain personal confidence	20
Obtain a library card (for personal use)	1
Obtain healthcare for self (e.g., made appointment, advocated for self, read prescription label, etc.)	3
Other personal goal	7
Read books or magazines (for personal use)	8
Total Number of Records:	<hr/> 39

Goal Type

Societal/Community

Goal Keyword	Number of Records
Attain citizenship	13
Have a conversation in English	7
Organize or participate in neighborhood meeting, community forum, or similar	2
Other community/society goal	4
Vote or register to vote	1
Total Number of Records:	<hr/> 27