

New Mexico Literacy Program Annual Report 2024-2025

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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New Mexico Counties Served:	Santa Fe, Rio Arriba & San Miguel Counties	
Submission Date:	09/19/2025	
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Signature of the Chief Executive Officer or Designee

09/19/2025

DATE

Letty Naranjo, Executive 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.

LVSF served 398 students this fiscal year, compared to 353 students in FY 23-24.

This fiscal year, LVSF staff captured 484 goals that students met by creating a survey that was sent to students via text or email. If students failed to complete the survey, phone calls were made to capture the data. Goal highlights include that 26 LVSF students attained citizenship, and 34 students reported gaining personal confidence. In 24 workplaces, LVSF served 127 students this year. This represents a 10% increase of students served in the workplace from the previous fiscal year.

We trained 14 new ESL tutors, 16 new BL tutors, and 18 new Citizenship tutors. Tutors were also invited to participate in over 15 professional development workshops during the 2024-2025 fiscal year, which LVSF offered, and many that were provided by Propel NM. LVSF also hosted two Tutor Teas this spring; these events aim to provide a space and time for tutors to meet and share their experiences as volunteer tutors. Professional development and support services for our tutors have also increased, with offerings made by Propel NM, which has offered webinars, monthly tutor drop-in sessions, and ESL forums. These are provided virtually, which makes it convenient for tutors to participate from home.

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

The departure of the LVSF Administrative Assistant presented a challenge when she left in August 2024 to pursue her educational goals. Since this role is a vital part of our program, there were challenges in overall program support and data entry, including goal setting, accomplishments, and tutor/student hours. The position was vacant for six months, until we hired our new administrative assistant in February 2025.

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Basic Literacy has faced challenges in recruiting and maintaining a full student body. Initiatives were begun to address these changes, including incorporating more group site projects, such as those at the Santa Fe County Adult Detention Facility and Youthworks.

LVSF always maintains a waitlist for the ESL tutoring program, so there is always a need for volunteers to work with students. Tutor recruitment was a struggle this Spring. Typically, the ESL tutoring program trains tutors three times a year, and the BL training occurs twice a year. One ESL and BL tutor training session had to be postponed due to low potential enrollment. Program staff are analyzing whether the low participation was due to the time of year it was offered or if there is a lack of individuals who can commit to volunteering with LVSF.

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.

LVSF serves students one-on-one, in small group tutoring, in large groups, and online. LVSF serves a variety of populations, serving adult ELL students, as well as those ELL students who are parents, by providing on-site tutoring at two elementary schools. LVSF works with SFCC Student Accessibility Services to provide accommodation for students with disabilities. LVSF provides tutoring to students who can access it close to home, at their church, or with other organizations they are already members of. LVSF set up and began a partnership for Basic Literacy tutoring with the Santa Fe County Adult Detention Facility—this involved months of planning and organizing with the detention facility staff before tutoring began. Weekly literacy tutoring sessions for a women's re-entry group started at the end of FY 24-25.

4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service? Santa Fe County (Santa Fe, Cerrillos and Santa Cruz), Bernalillo County (Albuquerque), Rio Arriba County (Española, Alcalde and Cañones), San Miguel County (Pecos and Rowe), Sandoval County (Rio Rancho and Cuba), Torrance County (Moriarty). LVSF offers an online ESL tutoring group focused on conversation. We plan on providing this tutoring opportunity to other students across the state. At our recent NMAEA state conference, this ESL tutoring opportunity was announced to all other Literacy Programs across the state, inviting their students to participate. The LVSF ESL Coordinator has also networked with Somos Un Pueblo Unido and Rio Arriba Adult Literacy Program (RAALP) to help train new Citizenship tutors for RAALP's new citizenship tutoring program. This training is scheduled to take place in early October 2025.
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.

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Formal: For the third consecutive year, a Professional Services Agreement with Santa Fe Public Schools was renewed to provide ESL tutoring at Cesar Chavez and Sweeney Elementary Schools. LVSF has a formal MOU with Santa Fe County Adult Detention Facility; this relationship was established in early 2025. LVSF provides BL tutoring groups once a week for two hours. **Informal:** Cross-referrals are made with the ACE and ELA programs, Santa Fe Dreamers, and Somos Un Pueblo Unido. A strong informal partnership with Somos Un Pueblo Unido allows students to receive citizenship instruction onsite. In FY 24-25, LVSF partnered with 25 local businesses to offer workplace tutoring. LVSF also has an informal partnership with the La Fonda Foundation. LVSF continues to partner with other community organizations, including DVR, St. Elizabeth Shelter, Esperanza Shelter, libraries, and government agencies such as the United States Citizenship and Immigration Services, as well as other community foundations

Collaborations with other agencies have enabled LVSF to offer services in areas that are conveniently accessible to students. For example, by providing tutoring for the parents of students at Cesar Chavez and Sweeney Elementary School, parents can study English at a location near their home or where their children are enrolled in school. LVSF promotes programming and enrolls more students by offering alternate locations for tutoring.

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?

The LVSF program met professional learning goals by interdepartmentally collaborating with SFCC ACE and the ESL Program to develop strategies that improve performance outcomes and enhance marketing and communications outreach. Bi-weekly LVSF meetings helped staff to compare data and focus on the PLP goals. The monthly data reports provided by the AE Database Analyst also help LVSF staff remain focused on the priority areas. LVSF collected program data, including employment information and goal attainment, by creating a survey that was sent to students via text or email. The survey included questions about general satisfaction with the program. LVSF increased the number of tutoring hours for tutors in FY 24-25 to 96.68 hours from 74.21 in FY 23-24. The total number of goals met in FY 24-25 increased to 486 compared to the 303 goals met in the previous fiscal year.

In FY 24-25, LVSF staff participated in professional learning by attending national and regional conferences, such as ProLiteracy and the MPAEA conference, as well as other workshops offered by Propel NM. Tutors are also invited to participate in the Propel NM professional development offerings. LVSF citizenship tutors also have access to webinars and support provided by Project Echo for Citizenship Educators Naturalization Network, a citizenship educator support network. LVSF provided six tutor/teacher workshops to tutors, with most being led by current tutors or teachers. By utilizing budgets for training, LVSF was also able to provide training led by Jayme Adelson-Goldstein on ESL methodology. By delivering and participating in professional learning opportunities, LVSF staff and tutors are enhancing knowledge and providing better service to the community we serve.

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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. (Please see attached Data Charts & Graphs)

1. How many students were served in your program during the 2024-2025 fiscal year? **398 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: **21 Students**

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

LVSF will continue providing basic literacy tutoring to the referrals from the SFCC Adult Education Academic and Career Education (ACE) program. ACE refers students who are below the 6th grade level to LVSF to tutor in math and reading. LVSF will also promote low-level literacy tutoring through community outreach with organizations we already partner with, such as the Santa Fe Public Schools, DVR, area non-profits, and organizations that support our work. For example, United Way of North Central New Mexico has offered to help promote LVSF at community events, fairs, or meetings. Local churches and the LVSF Workplace Literacy Program businesses we already serve can also serve as partners to help LVSF reach those individuals with low literacy levels.

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

LVSF would like professional development on this subject. Networking with other Literacy Programs across the state and learning what strategies work for those programs would be helpful to know. Establishing a plan to promote both BL and ESL tutoring at outreach events with current and new collaborators will be beneficial. Television and radio ads to promote the availability of literacy tutoring in the state.

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. **Total 11,213.75: Instruction 11,062.25, Computer 13, Other 138.50.**
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. **486 Goals**
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.

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113Tutors

Total hours 10,924.9: Instruction 6,404.65, Preparation 2,509.75, Travel 1,905.50, Other 105.00.

Average Total Hours 96.68.

Maximum 584.5

Minimum 2.5

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 was effective in serving ESL students through programming offered in workplaces, community groups, and citizenship classes. LVSF has strong community connections, where students are aware of LVSF's flexible programming through word of mouth or referrals from other agencies. The careful recruitment, training, and matching of volunteer tutors with students enables students to commit to reaching their goals. During the New Tutor Orientation and match meetings, LVSF Coordinators stressed the importance of tutors reporting tutoring hours and goals met.

Retention of students and intensity of instruction are areas that are challenges. We need to develop strategies that enable students to receive more hours of tutoring, whether by utilizing online programs, encouraging students and tutors to meet online when sessions are missed, or completing additional homework.

Serving more Basic Literacy students was a challenge. Though we were able to begin tutoring at the Santa Fe County Adult Detention Facility and St. Elizabeth's Shelter, LVSF needs to serve more Basic Literacy students and brainstorm ideas on how to reach them and retain them more effectively.

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

Recruitment of Basic Literacy students.

Utilizing monthly data reports from the AE Data Analyst to keep a gauge on monthly performance, and to make sure tutors are meeting consistently with their students, and that tutors are reporting hours and goals met monthly.

What pathways could lead to increased enrollment for your program?

Focus more on student and tutor recruitment by promoting both ESL and Basic Literacy programs with tabling events, engaging with current ESL workplace sites, and using marketing strategies that are simple yet effective for potential tutors and students to learn more about our programs.

By meeting monthly with the AE Data Analyst after the monthly performance data is queried, she can help LVSF staff compare past and current data to help LVSF reach enrollment goals.

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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 Santa Fe	\$64,000
Dollar General Literacy Foundation	\$7,000
Frost Foundation	\$15,000
Las Campanas Community Fund	\$22,000
Santa Fe Community Foundation	\$15,000
United Way of North Central New Mexico	\$20,000
TOTAL	\$143,000

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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.

All new student enrollment begins with an LVSF Coordinator. 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 initial goals. To determine where to place the student, a thorough interview is conducted to gather information about the student's educational history, specific barriers to learning, such as childcare issues and low literacy levels, as well as their preferences for their tutoring schedule. LVSF monitors 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. The Google Form link can also be emailed or texted to students using a Google Voice Line, which helps increase responses. 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.

The category of Educational Goals is a common choice for ESL students. Two hundred and fourteen goals were met in this specific category. Sixty-six students reported improving their speaking skills, and fifty students increased their test scores. For the students in our Workplace program, a common goal is to retain or improve employment. Obtaining more skills in the workforce was another common goal. In our citizenship tutoring program, students want to improve their English Language proficiency to pass the test, and twenty-seven students attained citizenship, twenty of whom registered to vote.

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

An in-depth new tutor orientation is conducted for tutors. The importance of setting and monitoring goals is emphasized. Monthly, LVSF coordinators request that tutors report the instructional hours and goals that their students have met. For tutors to effectively tutor their students and ensure that students are meeting consistently and reaching their goals, tutor teacher circles and workshops are provided for tutors to support them in their tutoring. Fortunately, LVSF has tutors who have tutored for many years or come to the program already skilled in teaching or tutoring ESL. This is an asset to the program, as it provides new tutors with the opportunity to be mentored or observe these master tutors while they teach.

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?

This year, LVSF successfully monitored and collected student goals and satisfaction using a Google Survey sent via text and email. In the future, LVSF would like to provide a workshop series for tutors that focuses on goal setting and monitoring.

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 Drop-In Tutoring Lab continues to be successful. We aim to replicate this tutoring lab and offer an additional section at a different time to serve more students better. The coordinators are also beginning to meet with tutors to provide observations of tutoring sessions and offer support to tutors and students as needed.