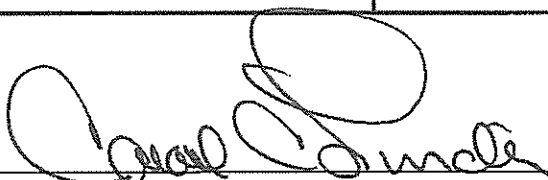


New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Luna Literacy	
Institution or Organization:	Luna Community College	
Address:	366 Luna Dr.	
City:	Las Vegas	
County:	San Miguel	
Zip:	87701	
Main Phone:	505.454.2564	
Website:	Luna.edu/abe	
Social Media:		
New Mexico Counties Served:	San Miguel, Mora, Guadalupe, Colfax, and Harding	
Submission Date:		
Program Director, Manager, or Coordinator Name and Title:	Kraig Bellows, Director of Adult Education, LCC	
Contact Information:	Phone(s):	505-454-2564
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Alternate Contact Name and Title:		
Contact Information:	Phone(s):	
	Email:	


Signature of the Chief Executive Officer or Designee

9/19/25
DATE

Dr. Carol Linder, President of Luna Community College

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.
 - a. PY2024-2025 was our second year of receiving state funding for a literacy program and we served 58 students. Our small program continues to have great promise as we move towards having more full-time staff in order to deepen our data culture and engage more volunteers and students. We offered a fundamental reading class twice a week to students that were trying to earn their High School Equivalency credential. A volunteer used various reading materials and themed their curriculum around general knowledge and vocabulary that some of our students lack and current events. That volunteer is a veteran retired educator whose dedication moves mountains for our students. She is a highlight of our week and continues to volunteer in our program this year. We also hosted a literacy night themed around flight and aviation. Around 50 participants were able to learn about the physics of flight using paper airplanes and our Redbird flight simulators. Many of our participants brought their children, which emphasizes our dedication to family literacy.
2. Please describe your main challenges in 2024-2025 and what you are doing or plan to do to address them.
 - a. Our main challenges in PY2024-2025 had to do with staffing, data-entry, and follow through. As a new director, I am coming into a situation where I am having to learn a new system that I was tangentially a part of as an instructor in the HSE side of our programming in PY2024-2025. While I was aware of our literacy program, I was not so much a part of it in either the services or the data reporting aspects. Different people were responsible for our data reporting; however, when looking at the information generated out of LACES, it seems like they did not report the full extent of what we were able to do or did do. This year, I have two part time administrative assistants who will be working in the reporting system, with myself as the director verifying the information imputed. One of those assistants will be working with the data from the HSE part of programming and one will be working with the literacy aspect of the programming. I have also hired a recent graduate of our program as a work-study employee through federal student aid that will be responsible for administering the goals assessment, collecting data on student satisfaction with literacy programming, and checking in with students in person, on the phone, and through email in order to keep

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tabs on them and keep track of goals met. Last year, many of our students did fill out the goals assessment with staff, with the tracking of those goals falling by the wayside. I personally administered a number of those assessments and know that students met the goals. However, it was assumed as another staff member's responsibility to follow up on those assessments. That person abdicated their duties and our program data suffered. I believe that with the staff I have in place currently, along with cross training in the data practices, that we can reverse this trend of letting things fall through the cracks.

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.
 - a. While it is only partially reflected in the data, we administered services in the literacy program one-on-one and in small groups on an in-person basis. We served people of different ages, with the majority between 16-24 as that continues to be our target demographic for all of our programming. We serve many parents, including single parents and many of our students have learning and cognitive disabilities. We know this formally because of client disclosures about their disability status and informally due to the high number of our regional population that was underserved in K-12 schools by special education students.
4. Describe New Mexico geographical areas (specific communities and counties) you are serving. What pathways do you see in expanding your area of service?
 - a. Luna Community College's service area stretches from Raton down to Santa Rosa including San Miguel, Mora, Guadalupe, Colfax, and Harding counties. Las Vegas is the largest town/city in this region and is the location of our main campus.
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.
 - a. We are building an informal partnership with the LCC Rough Rider Mentorship program that allows us to offer services in Springer, New Mexico once a week. Further articulation will allow us to broaden our offerings in Springer with a particular emphasis on family literacy. We are also working with the San Miguel County Early Childhood Coalition to build another informal partnership emphasizing family literacy. In the Spring, we hosted a literacy fair put on by the SMCECC in our building at Luna and we look forward to continuing this partnership. A major indicator of childhood educational performance is parental and family involvement in their student's education. With the number of people in our service area that have low educational functioning levels and low levels of literacy, this type of involvement and participation is less possible than in places with more developed educational outcomes. This creates a negative feedback loop where the current

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generation suffers from the lack of educational opportunity for past generations. I hope that all of our partnerships can work to build the kind of intergenerational family literacy that will begin to transform that feedback loop from negative to positive. I believe in an ethic of transformational service where service providers seek to work themselves out of a job. Family literacy initiatives are one location where our programming could transform the educational landscape regionally towards the goal of higher literacy more broadly. We have also signed an official MOU with the New Mexico Highlands University School of Social Work to recruit a social work practicum student to work with the literacy program. A social work practicum student works for an entire year in a community agency for 16 hours a week. This would allow us to significantly expand our reach. This application and partnership was formalized in June of 2025. Unfortunately, on that time frame, students had already committed to other community agencies, but we expect to be able to bring one of them on in the future.

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?
 - a. The director and many staff continued to attend numerous workshops and conferences. It was helpful to see how other literacy programs are structured, to format student goals worksheets, to support tutors and other resources to develop our literacy program. We hope that the lessons learned in these opportunities make our current program year the most successful yet.

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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.
 - a. Between July 1, 2024 and June 30, 2025, 58 students were served in the Luna Literacy program. Students with non-zero hours total 15 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:
 - a. 15.
 - b. What can your agency do to expand services for such low-level literacy students?
 - i. Communication in our region is a huge area of challenge. Having a part-time work-study acting as a communication lead in the office will work to bridge this gap. The individual hired is a recent graduate out of our HSE program and is highly relatable to our student populations. I am also a much more hands on director when it comes to education than the person previously in my current role. I come out of the public schools and have worked on literacy initiatives for the past decade in Oakland, California; Baton Rouge, Louisiana; and Las Vegas, New Mexico. I plan on pushing for partnerships and personnel that come out of schools in order to work towards the kind of family literacy initiatives that can serve a community like Las Vegas that predicates a lot of value on familial connection.
 - c. What kind of assistance might you need from us to succeed in this expansion?
 - i. The state can assist us by continuing our funding when it comes to the grant competition in the spring of this year despite a few years of poor data practices. My background is in literacy initiatives and service learning, two areas that I wish to improve upon in our own literacy programming at Luna. I will also continue to send my tutors and instructors to PL facilitated by NM HED and PropelNM.
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.
 - a. Students spent a total number of 243 documented hours being served by the Luna Literacy program. 239 of those hours were instruction and 4 of those hours were “other.” The “other” category was selected to indicate voter registration.

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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.

STUDENT: Goals by Date Met Range

09/17/2025

Agency Name: Luna Literacy

Date Range From: 07/01/2024 To: 6/30/2025

Description: Runs on selection of students or all students. Displays student goals met in the date range; includes student's current FY hour and contact information.

Last Name	First Name	Student Keyword	Current FY Hours	Goal Total	Goal Type	Goal Category	Goal Status	Goal Details	Home Phone	Mobile Phone
Chavez	Alissa	No Value Entered	0.00	1						
		Set Date	Met Date	Goal						
		01/21/2025	03/11/2025	Visit library (with/for child)	Family	NRS	Met		(505) 780-9556	(505) 718-5217
Dandrea	Uliam	No Value Entered	0.00	1						
		Set Date	Met Date	Goal						
		08/26/2024	08/26/2024	Vote or register to vote	Societal/Community	NRS	Met	Registered to vote by Voter Registration Agent, Beth Biggs-Ruppe		
Garcia Sosa	Maria	No Value Entered	0.00	1						
		Set Date	Met Date	Goal						
		08/26/2024	08/26/2024	Vote or register to vote	Societal/Community	NRS	Met		(505) 587-4733	
Marquez	Spring	No Value Entered	0.00	1						
		Set Date	Met Date	Goal						
		10/02/2024	11/01/2024	Obtain GED	Educational	NRS	Met			
Martinez	Timothy	No Value Entered	0.00	1						
		Set Date	Met Date	Goal						
		10/08/2024	11/04/2024	Obtain GED	Educational	NRS	Met	HISSET completed		
Padilla	Teodoro	No Value Entered	0.00	1						
		Set Date	Met Date	Goal						
		08/26/2024	08/26/2024	Vote or register to vote	Societal/Community	NRS	Met			

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 number of tutors with non-zero hours for FY25 was 1. There were 15 hours of instruction recorded for that tutor with no other categories represented. There was an average of 15 hours per tutor and the minimum and maximum are the same.

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.
- Looking at the data in relationship to our program outcomes, our program effectiveness is very low. As referenced in the narrative questions, our challenges in PY2024-2025 were largely in staffing and data follow-through. I believe that our actual impact was much higher than what was recorded into LACES; however, there is no way to prove that without the data being imputed. Our strengths were in the level of coaching, tutoring, and advising that both paid staff and volunteers engaged in with our students. Many of our students feel very safe in our office where we have fostered an extremely warm and non-judgmental atmosphere. Moving forward, we hope to train more tutors in literacy skills using New Readers Press materials and improve the data culture within our office so that the numbers can reflect the work we are doing with students.

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7. When you look at your program data, what changes would you like to implement and why?
 - a. I would like to implement a more rigorous data culture across our agency. Our agency's services are high quality and I would like to be able to showcase that in our numbers. Also, without a more rigid structure of data collection, we will not be able to continue this important work in Las Vegas and the surrounding areas.
8. What pathways could lead to increased enrollment for your program?
 - a. Articulating partnerships with other educational and literacy agencies in our service area will be key in increased enrollment in our programming. Collaboration with other entities and agencies increases the labor force as we acquire additional funding for a full-time coordinator / instructor. It is unrealistic to expect substantial growth and serving the literacy needs of a large service area without sufficient funding. Additional funding would allow the program to hire one person to complete a needs assessment, build a collaborative network within the community, train tutors and assist in direct instruction. Currently these efforts are highly fragmented among volunteers and staff, which was borne out in the data from this program year. If the NMHU School of Social Work practicum partnership pans out in the coming year, that person could absorb some of the responsibility and we hope that it bears fruit.

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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
N/A	

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.
 - a. Our program is still in the process of developing an effective data collection strategy. The initial focus of literacy work was serving HSE students with NRS Reading/Language scores at Level 2 or below. We have developed a goals assessment that was administered in a disparate way across different staff members to these students. This combined with staffing challenges throughout the year and inclement weather, sickness, and public utility shortages in Las Vegas impacted our ability to track these students.
2. Please characterize your student population's stated needs and goals, grounding your response in the data you have collected.
 - a. NRS Reading Level 1-2 students' goals included achieving a measurable skill gain, improving content area knowledge, and improving test scores. Students also expressed interest in being able to participate in community activities, and being more involved with their children's education. Because of this, family literacy has become a significant focus of our programming. Because of my own background in the K12 world, I hope to continue to build the previously stated partnership with the San Miguel County Early Childhood Coalition to further articulate our shared mission of building literacy in the region.
3. How does your program help students meet these needs and goals?
 - a. Small group instruction and one-on-one coaching were the primary ways that we worked with students in the context of our literacy program. Checking in with students by phone, in person, and by email was also crucial when the LCC campus was closed due to weather and water utility shortages.
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?
 - a. Having well-trained staff on board is going to help us immensely in terms of being able to collect the data required by this programming. We have edited our goals assessment form in order to make it more accessible for our student population. Getting staff trained with this form is a process that we are engaged in, and will allow us to articulate our work in a more streamlined way. In addition, we are exploring including our literacy program as a Coccurricular activity to be assessed for Higher Learning Commission accreditation. This will be one more check and balance that will further programatize our work towards data fidelity.

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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?
 - a. By recruiting more volunteers, we plan to work with more students individually before placing them in group learning environments. Volunteers also require training in culturally responsive practices, as people who have come to volunteer often come from different backgrounds than our student population. I plan on facilitating these sorts of trainings, but this is something that NMHED could also work to build. This will allow us to start with a more structured approach and follow-up with students on a regular basis. One of our volunteers has a background in culturally responsive practices within the Las Vegas region and is very successful. We hope to expand this so that our students feel comfortable with our volunteers. NMHED could also help by providing more professional development and feedback on our data collection and management process. Being able to assess that we are moving in the right direction would be invaluable to staff, volunteers, and program coordinators.