NEW MEXICO HIGHER EDUCATION DEPARTMENT

ADULT EDUCATION

2020-2021 FUNDING APPLICATION:
ADULT LITERACY PROGRAM PROVIDERS

Open Door to Opportunity & Beyond…

@NMAdultLiteracy for Today & Tomorrow®

Photo Courtesy of Duran Duran, ©2004

New Mexico Coalition for Literacy

@NMAdultLiteracy
www.newmexicoliteracy.org

NMCL CONTACT: Heather Heunermund,
M.A., Education—Community Counseling:
At-Risk Youth
B.A. Psychology
B.A. Liberal Arts
Executive Director
(800) 233-7587 or (505) 982-3997
director@newmexicoliteracy.org

"Each person delights in the work that suits him best."
– *Homer, The Odyssey*

GRANT APPLICATION PACKET

July 1, 2020 through June 30, 2021

Required Funding Application Contents

- ✔ **SIGNED COVER SHEET**
- ✔ **APPLICANT INFORMATION AND ELIGIBILITY**
- ✔ **FUNDING APPLICATION NARRATIVE**
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NEW MEXICO HIGHER EDUCATION DEPARTMENT

ADULT EDUCATION

2020-2021 Funding Application:
ADULT LITERACY PROGRAM PROVIDERS

New Mexico Coalition for Literacy

Name of Organization

Tax identification number: 02-109833-006 **DUNS number 609969845**

1219 Luisa St., Unit 2, Santa Fe NM 87505

Address **City** **State** **Zip Code**

Heather Heunermund

Chief Executive Officer of Organization –Printed Name

June 5, 2020

Chief Executive Officer of Organization –Signature **Date**

Heather Heunermund 505-982-3997 – or – 1-800-233-7587

Contact Person **Phone Number**

director@newmexicoliteracy.org

E-Mail Address of Contact Person

1. APPLICANT INFORMATION and ELIGIBILITY

A. What type of eligible provider is your organization?

- ☐ Local educational agency
- ☐ Community-based organization
- ☐ Volunteer literacy organization
- ☐ Institution of higher education
- ☐ Public or private nonprofit agency
- ☐ Library
- ☐ Public housing authority
- ☑ **Nonprofit institution that is not described above**
- ☐ Consortium of the agencies, organizations, institutions, libraries or authorities described above
- ☐ Partnership between an employer and an entity as described above

B. **This grant is to fund educational services to adults 16 years of age and older who have a reading level at or below grade six. How would you assess student qualifications for the program?**

Ojos de Dios ®2014
Photo courtesy of Red Poppy Art House

"I was lost. I still lied about reading. One night I was watching TV and saw an advertisement on TV on literacy. A lady talked to me from literacy coordinator [sic]. She spent time with me on the phone. I cried a lot. She said I was not alone. That was my first step to reading…" - T.R.

Three-years later and almost a decade after receiving tutoring, T.R. could read at the sixth grade level and became an independent business owner who operates a successful company. Today, this student is successful in reading, spelling, and computer literacy.

This is the type of student who qualifies for services through the NMCL and its programs that are funded through Operating Assistance and Training Grants. This adult was put in the library as a youngster to make what is called "God's Eyes" out of pop sickle sticks and string. For most children, this is a pleasant memory from school or religious school. For T.R., this image and memory were that of a forgotten child, invisible young man. This is the story of students who qualify for NMCL programming. They are the adults who struggle with basic reading and language skills. They require the assistance of a private tutor free of charge.

There were a number of factors in this learner's life that prevented him from improving his literacy. The shame associated with it kept him from seeking help as an adult until his mid-40s. His motivation to learn was the computer and Facebook. His goal was not necessarily tied to a workforce outcome or an economic driver, though by focusing on his personal goals that was the end result, which quite often is the case with our adult literacy students.

Usually, when soft skills and basic foundational skills building in reading, writing, speaking, and listening are addressed and to the level of proficiency, our students become future leaders and dreamers of today and tomorrow who poses the talent relevant to today's 22st Century challenges and opportunities. NMCL paves the way for future generations to pass those skills onto their children, who will need to be equipped to function in the 22nd Century.

Out of the Mouths of Babes...
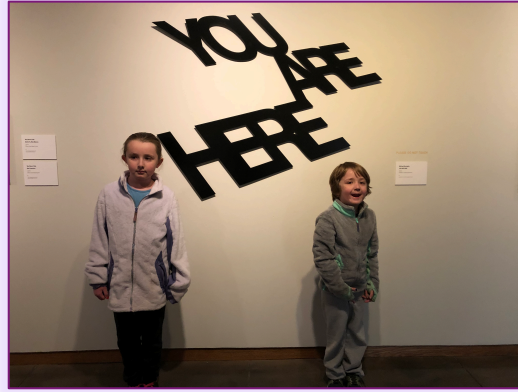
"Teddy, when we're 80 years old, it will be the year 3,000." – Anonymous Child

Students who are enrolled in the NMCL's distance education program will use the software assessment and a standard assessment in CASAS or TABE. NMCL is piloting Northstar online in the spring of 2021.

If students are performing at a literacy level that is too high for State supported services, these students will be referred to the appropriate provider based on assessment results, intake, and goals.

C. **In terms of literacy education, approximately how many adults have you served over the past two years?**

Fiscal Year 2018-2019:   1,273 adults
Fiscal Year 17-18:   1,099 adults

*Data not verified for current fiscal year 19-20 due to COVID-19. Mid-year data may serve as year-end due to practical constraints. Program site-visit and goals follow-up in June.

D. **Do you provide direct services to students or do you sub contract/grant the services?**
NMCL will offer both direct instructional services and subcontracted grants for instructional services in 8 counties through programs on Extensions for Operating Assistance Grants (detailed below) and will also pilot its own distance educational program for adults who read at or below the sixth grade level. NMCL has managed this statewide adult literacy program appropriation since 1987 and has offered various forms of direct services to students throughout the course of its tenure.

As pictured below, NMCL and programs also visit the Capitol annually to advocate for the entire group of counties in the State to give a voice to those who are unheard in the field due to access barriers. The NMCL was founded so these providers and initiatives for adult literacy instruction would not approach each legislator in piecemeal fashion. By working as a collective under a coalition, each provider shares with each other when the conditions for collaboration are fostered and this acts as direct services along with tutor training, board training, and community outreach. Details for incentivizing this process are detailed below in the Project Plan.

PROFESSIONAL PROGRAM DIRECTORS' ASSOCIATION,
CC BY-NC-ND 4.0, NMCL 2020

2. FUNDING APPLICATION NARRATIVE

Total Possible Points = 510

Directions:

- Respond to each of the following prompts. Responses should be clear and concise.
- Please include program data or research on which you base practices, as appropriate to the prompt.
- Text boxes will expand to accommodate your narrative.

NOTE: If your organization receives funding as a result of this RFA, your responses to the prompts below will be part of your grant agreement, along with signed certifications and assurances and any requirements contained in your award letter.

Executive Summary

NMCL is petitioning to remain a trusted and continued leader in the adult literacy field; this is apparent when comparing applications from micro to macro level functioning. Collective and Consortium applications become microcosmic and lack a comprehensive delivery methodology behind them. NMCL is 33 years tried and true.

NMCL assimilates the whole from the seemingly disparate parts in the field and beyond to deliver a comprehensive adult literacy program statewide with expansion plans for 33 counties (33 for 33), and can see both the small and large scale views on an issues pertaining to recruitment, program management, governance, adult literacy practice, and research to honor all persons and players and keep pushing the field forward. This is true collective impact. Because the NMCL has licensed in the Commons to facilitate collective impact, it serves as a true statewide program, and as such it is truly open to working with anyone. No one's mission compares and the feigned mission of a quasi-consortium is truly not a corporate animal with the same level of accountability and fairness built into its structure.

The imminent launch of the RFA for years has already splintered and split the field in preparation for it. This has cause people to become more jealous, guarded, and protective of literacy knowledge base as their keys to kingdom lie near.

This is the opposite effect of the Program's intent and has caused NMCL to suspend its COVID-19 response to ensure this application is submitted for consideration, as there are 8 providers from Carlsbad, Deming, Lordsburg, Moriarty, Ruidoso, Santa Fe, Silver City, and Socorro that have applied for Extension grants through the NMCL's Operating Assistance Grant Program.

Now that the application is before you, NMCL COVID-19 response and year planning will resume (Writing Workshops, Census Virtual Phone Banking, and Resource Developmemt).

NMCL will continue to plan for the year and close out the current year while assisting programs with immediate needs, picking up from where program services were left prior to the RFA being released. NMCL has secured a line of credit to assist it during this transition.

NMCL is herby petitioning to assist its programs with crisis response and program expansion to cover 33 counties with programming and direct literacy instruction through NMCL and its affiliates. To make a major change to the structure or players outside of legislative intent during unprecedented times is a risk seemingly unwise when considering the new and improved Project Plan contained herein.

Rightfully, a program should always strive for innovation and improvements and more importantly, must ask itself what it can do better to reach everyone entitled to literacy services. NMCL believes it has answered this critical question throughout the course of this proposal and welcomes a healthy dialogue about any improvements that should be made to ensure the legislative intent is preserved and alive in the work of the program and the students it serves.

①   150 points

Please outline the nature and scope of your proposed project. Be sure to address at least the following:

- Nature (Basic Literacy/ESL) Need-Based, Strength-Based (CASAS); life skills, literacy, language.
- What measurable outcome(s) do you intend to produce, for individuals and communities served, if you receive this funding? (see attached Logic Model)

The NMCL believes in a Renaissance approach to literacy over a behavioral and explicit instructional one. Modeling and practice are key, as is contextualization. There are many access points -

There is No Wrong Door to Literacy!

Nature of Services

- 📖 Emphasis on soft skills. Importance of modeling. (Bandura).
- 📖 Emphasis on Phonics and Basic Skills (ProLiteracy/Real Reading/NIFL).
- 📖 Follow the changes for high school completion and workforce success.
- 📖 Fuel economy through educational drivers;
- 📖 Make literacy fun and engaging for life-long learning and cultural value (critical literacy is key)!

As long as the NMCL's been on the adult literacy and education scene, there have been local providers that have mirrored its practices and programs. When looking at collaboration and shared leadership models, the NMCL has served as intermediary so that local programs are free to use their expert skills in meeting community needs and organizing community literacy efforts while NMCL leverages state organizations and national groups to enhance and expand literacy

services, which are further detailed below. Although NMCL will not provide its playbook in the contents of this application, it will show that it was the first to premier Ruth Colvin's Spanish Literacy Program; the conference program elements presented at this year's New Mexico Adult Education Association Conference, and in fundraisers that were launched and in fact, taken from the NMCL by local groups; these same groups were founded by the NMCL and trained by it. It would be in everyone's best interest to work together instead of separately. The NMCL is here to stay. It will remain a leader in the field. The nature of these services is incomparable for these reasons.

It has been said that nonprofits have long worked in silos, competing for funding dollars to expand and enhance their efforts. This leaves funders to choose from many confusing applications to pick the "winning" nonprofits whose efforts will yield the biggest impact, such as the application you see before you. "Collective Impact" by John Kania & Mark Kramer, Stanford Social Innovation Review, Winter 2011.

This competitive approach to addressing social problems is often a barrier to working together to leverage resources and best practices. As mentioned above, it has proven to be THE BARRIER.

Our communities are facing complex problems that are beyond the scope of any single nonprofit to address. The most effective collective impact models involve community members at every level providing input, identifying barriers, and brainstorming creative solutions. Toward that end, NMCL has provided for a survey among all stakeholders to solicit their ideas and needs for continued and expanded literacy instruction during COVID-19 and beyond.

Collective Impact

February 14, 2019
NMCL launches its Love + Life + Literacy! ® Campaign…now in June of 2020 we noticed it eerily mirrored by Ruth Colvin at 100+ strong.

Say What?
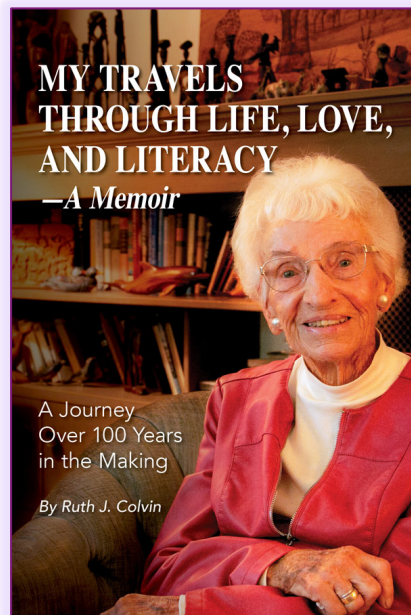
Clearly, collective impact is contagious, now can't we all just get along? There was more collective impact and collaboration a decade ago. What happened? Let's level the playing field with a neutral third-party like the NMCL again who will stand strong and work to treat all programs fairly and equitably. It will honor all project partners in an effort to add to the collective dialogue and push the field forward.

Keeping Students Engaged and Employed

April's Success Story

Photo courtesy of Literacy Volunteers of
Santa Fe, 2020

April first entered Santa Fe Community College Adult Education where she enrolled in the Basic Literacy Program with Literacy Volunteers of Santa Fe in September of 2015. April met with her tutor steadily for a year. Afterward, she continued, but with spotty attendance. Her tutoring became intermittent because she was in and out of jail. In 2018, she left the program completely.

In the fall of 2019, Literacy Volunteers of Santa Fe (LVSF) partnered with the Santa Fe County Adult Detention Facility (SFCADF). SFCADF selected inmates who were preparing for release and re-entry into the community. A classroom space and instructor was provided, as well as training and orientation for volunteer tutors. LVSF provided tutors who supported the instructor by working one on one, or in small groups with inmates who needed to focus on improving basic skills in reading, writing, math, or job skills.

One day, as the instructor and coordinator were leaving the classroom, they passed a group of female inmates. One inmate and the coordinator recognized each other. The inmate was April. The coordinator remembered April's time with the LVSF tutoring program at SFCC, and invited her to resume her tutoring upon her release. When April was released, she came to the college and enrolled for tutoring.

Because of April's sincere efforts to make smart choices upon release and her commitment to continue her education by enrolling for a tutor, and getting a job, the LVSF Coordinator, SFCADF Instructor, Re-entry Director and Re-entry Coordinator met with April at SFCC to guide her in her

efforts to secure food, housing and employment. April left the meeting with much needed information, and contact names and numbers to begin her re-entry into the community.

April started the process immediately, but just a week later, the college where she was to begin her tutoring, shut down along with most of Santa Fe due to COVID-19 Restrictions. Though SFCADF and LVSF staff lined April up with folks from other agencies in town, housing would not be available to April until she could document her homelessness. April avoided the shelter for fear of reconnecting with people whom she had made bad choices with in the past. April chose instead to live in her car away from those negative influences.

 A couple of weeks later, April lost her job as the business shut down for COVID-19 social distancing. April hadn't worked there long enough to qualify for unemployment, but she was able to get food stamps. She didn't give up, and kept in touch with the LVSF coordinator on a regular basis, picking up books to improve her reading skills. She spent her days making calls, and filling out job applications wherever she heard they were hiring. She was told that she would get a call back, but the calls never came.

April kept calling the contacts at the agencies to see how the paper work was progressing, and she was given hope that it would happen. April was still living in her car, but continued seeking employment and was eventually hired as a stocker in a supermarket. A couple of weeks after that she was told that she was eligible for a housing voucher and would be able to move in by June 1st, 2020.

April's perseverance in job seeking, consistent efforts to secure housing, and resistance to fall back into old negative habits paid off. She worked hard and followed the advice offered by her contacts at community agencies. She volunteered to go in early to work when extra effort was needed, and she is currently working as a stocking supervisor. April is looking forward to moving into a trailer in June, and continuing to improve her reading skills with LVSF.

Thankfully, LVSF was able to assist a student who had stopped out due to life circumstances.

She is a good example of the real unemployment and under-educational rate in New Mexico during COVID-19. We have excerpted this passage to underscore this point: https://newyork.cbslocal.com/2020/05/13/unemployment-rate-worse-job-loss-coronavirus/

"The problem is that the official unemployment rate, as measured by the Bureau of Labor Statistics, does not measure that. The official unemployment rate is the percentage of the labor force that is without a job. The problem is [that] the qualifications to be in the labor force are very narrow. It's part of the reason why the official unemployment rate right now is 14.7 percent, but the actual percent of people who are unemployed is closer to 23."

To be in the labor force, a person must be employed full-time or actively looking for work. Workers who are now working part-time for economic reasons, unemployed and not looking for work or out

of the workforce entirely are not counted.

According to the BLS news release announcing April's unemployment numbers, "the number of persons at work part time for economic reasons nearly doubled over the month to 10.9 million. These individuals, who would have preferred full-time employment, were working part time because their hours had been reduced or they were unable to find full-time jobs."

That means almost 11 million people are now working part-time when they'd rather work full-time. They are no longer part of the labor force, at least as far as the official unemployment rate goes. Part-time workers who were recently laid off were never part of the labor force total used to determine the unemployment rate. According to Santangelo, "we understood that when restaurants closed, those full-time employees were going to be furloughed, those full-time employees were maybe going to become unemployed. When we saw the increase in the unemployment numbers, we expected that to happen. Not reflected in those numbers were all of those part-time employees, the busboys, the bartenders, the kitchen staff who only work part-time. They also lost their jobs, but we don't count them, because they're part-time workers."

And then there are "persons not in the labor force who currently want a job," as the BLS describes them. Santangelo puts it another way. "If you've been unemployed for too long, meaning you really want to get a job… if a job made itself available, you would take that job, but it's been six months, and you haven't had a job… You're no longer in the labor force."

These people don't count as unemployed either, because they didn't actively seek work "during the last four weeks." This number almost doubled in April to 9.9 million people. It's important to note that since mid-March, most companies haven't been hiring and much of the country have been under shelter-in-place orders. In other words, actively seeking work was largely pointless.

__The real unemployment rate__ — as opposed to the official unemployment rate — is sometimes referred to as the U-6. The __BLS defines this__ as "total unemployed, plus all persons marginally attached to the labor force, plus total employed part time for economic reasons, as a percent of the civilian labor force plus all persons marginally attached to the labor force."

According to Santangelo, "the difference between the official rate of unemployment (14.7 percent) and what's referred to as U-6 (22.8 percent), which is much closer to the truth, is generally 10 percent." The April jobs report showed the difference to be slightly less but still significant. A 22.8 percent effective unemployment rate is way worse than the much-publicized 14.7 percent. Even more sobering is that the unemployment rate — however it is defined — is a lagging indicator. It's a look back to the previous month. The job market has only deteriorated since April, and May will likely add __more people__ to the ranks of the unemployed.

NMCL programs such as the Literacy Volunteers of Santa Fe serve students who are experiencing this right now and desperately need continued funding uninterrupted by a change

to providers at this juncture. Instead, all time and resources should be invested in solving the problems of our workforce, economy, and future dreams of our students.

But Wait! There's More!

Coronavirus cuts into NM economy.

ALBUQUERQUE, N.M.- New numbers from the state's Economic Development Department give an early look at COVID-19's impact on New Mexico's economy.

"According to the report, Bernalillo County saw an 8% or $414 million drop in spending compared to the previous three months.

That includes an 18% drop in food ($86 million), 20% drop in retail ($254 million) and 34% drop in arts and entertainment ($15 million).

State officials said it's common to see a drop in the third quarter but it previously ranged between $62 million and $134 million.

Additionally, the latest reports only include the first couple weeks of the governor's public health order. COVID-19 and materials and training and recovery (wrap around services), job skills, economic boosters, hospitality training….

Prepared by EDD economists, the reports on the state and each of the 33 counties show which industries in the state are rising and falling.

While entertainment and restaurants have suffered, some industries, like construction, have stayed busy.

Revenue from the agriculture sector also saw significant growth in certain parts of the state.

 "We know this data is already proving valuable to lawmakers and local officials as they quantify the economic impact of the COVID-19 health emergency on businesses and consumers," EDD Secretary Alicia J. Keyes said.

'We hope this information leads to more collaboration as we all move forward to make the best decisions for New Mexico.'"

The NMCL does too. The reports for most of fiscal year 2020 are now available in 33 individual county files on the EDD website here.

- Which region(s) do you intend to serve? Approximately how many participants do you anticipate serving?

Please see enclosed Project Plan and data on Adult Literacy Service Need via two Op/Eds.

NMCL will serve all four (4) workforce regions in 33 counties throughout New Mexico.

Due to COVID-19, it is unknown at this time how many participants would be served under this program, but the NMCL would aim to expand its services to match and sustain its project participants, where possible although NMCL may even expect to experience a drop in half of the students served due to the rural nature of most of New Mexico (students and tutors would be served at about a 1,000/500 split of student to tutors and the NMCL will desperately try to serve as many as last program year by the end of Year 1. Expected students are estimated to be 1,000 for the first year of this grant. Years 2, 3, and 4 will contain targets for students and tutors in NMCL Strategic Plans that more closely match the reality of a post-COVID-19 world. Right now, it is unwise for any nonprofit to make long-term strategic plans beyond infrastructure and support services for engagement and practical skill building on-the-go and in safe places when physical contact resumes. Even fundraising is hit or miss, understandably.

Additionally, the program structure is both the same but new to meet community demand for change and need-based service spread throughout New Mexico's vast geography. Toward that end, NMCL will offer satellite and mobile Internet and instructional software with hardware for assessment and learning on-the-go. Lessons will be flexible in literacy that is contextualized for work and home demands of COVID-19, the workforce, schooling for children, and health-care needs. To honor innovation and 22nd Century approaches to literacy, NMCL will emphasize classic learning principles in new learning environments.

NMCL will identify strategies for better meeting the needs of individuals with barriers to employment with soft skills development in a literacy framework as outlined in the Project Plan, including strategies that are offered at times and locations flexible to the needs of students.

This is how NMCL will increase access to services and programs who are involved with training programs in the workforce and beyond. Local providers have established relationships with Workforce programs and Regional providers. Libraries will also serve as hot spots for literacy instruction and resources for work and learning. NMCL will survey all libraries in the summer when it conducts outreach to social service providers for program expansion.

Photo courtesy of American Library Association

Drea Kelly & John Dwayne Bunn, NMCL 1st Annual Symposium (was conference)
CC BY-NC-ND 4.0, NMCL 2020

NMCL will raise funds to bring new programming to local communities as opportunities arise and as it creates them. Local programs will be encouraged to seek innovative approaches, strategies, and instructional models to the table as the NMCL offers:

Innovation Grants (to meet the need)

New Mexico (NM)

Select a state in the map

Results ⓘ   HIDE NATIONAL DATA

Literacy

≤ Level 1	Level 2	≥ Level 3
29%	31%	39%

National Data: 22% | 32% | 46%

Average Scale Score: 0 — 252 / 264 — 500
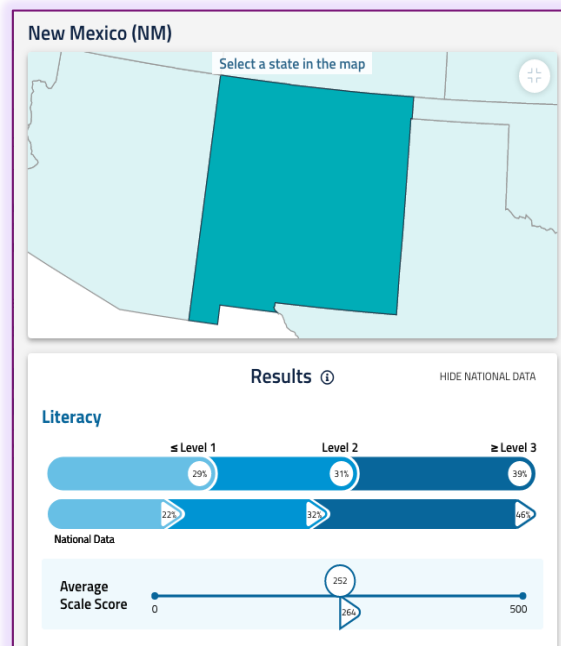
- Will you provide the services directly or will you sub contract/grant service delivery to other organizations?

    📖 Both
    📖 Additionally, NMCL will offer:
    📖 Writing Workshop (Santa Fe Community Foundation) with Jimmy baca John Bunn, outlines and agendas and lesson plans in the works and on file with adaptation plans in negotiations.
    📖 Storytimes (Recruitment, Advocacy, McCune)
    📖 Life Skills Workshops
    📖 Distance Education (NMCL will provide distance education directly as a pilot program in the summer/fall. The program will grow and expand as a distance education arm with multiple services for literacy and language. Local providers will also offer instruction in literacy and language skill development. They will grow their services in Years 2, 3, and 4 as other funding opportunities and personnel growth allows.
    📖 Technology Training (direct to students and tutors
    📖 Tutor Training
    📖 Assessment Training

This structure allows all to address life's immediate demands and craft the program relevant to the needs of students, which in today's climate are ever-changing, from employment, health, housing, and now basic freedom, safety, and civil rights.

Because ethnic minorities are disproportionately represented among the disenfranchised, NMCL has received a grant through PCs for People's Bridging the Gap program, a partnership between them and Mobile Beacon. It helps low income individuals and families get on the path to opportunity by "providing the first-class technology they need to break the cycle of poverty. Bridging the Gap enables nonprofits to offer their community high-quality, affordable computers and first-class uncapped, high-speed, and unlimited internet service so their limited budgets won't mean a second-class level of technology." Fiber is not required.

In our own time we have witnessed the widening of the gap between a privileged class, the 1%, with resources, and an increasingly impoverished class with fewer resources, education, or opportunities. In New Mexico, this is exacerbated by language issues and the rural nature of our state. Although there has been progress, in many areas of New Mexico, people still live in a digital divide, beyond the reach of cell phones or internet service,[1] further adding to a sense of isolation and feeling of disenfranchisement [1] "N.M.'s Daunting Digital Divide" by Kevin Robinson-Avila in Albuquerque Journal, on 2/24/2013.

- Describe the demographics, as you know them, in each region in which you intend to provide services.

Adult Literacy Needs by County

County	%	County	%	County	%	County	%	County	%
San Juan	25%	Rio Arriba	35%	Taos	35%	Colfax	28%	Union	34%
						Mora	33%	Harding	23%
McKinley	35%	Los Alamos	7%						
		Sandoval	21%	Santa Fe	24%	San Miguel	41%		
		Bernalillo	26%			Guadalupe	43%	Quay	31%
Cibola	35%	Valencia	35%	Torrance	31%				
						De Baca	28%	Curry	30%
Catron	15%	Socorro	37%	Lincoln	21%			Roosevelt	34%
						Chaves	36%		
Sierra	Text							Lea	39%
Grant	29%			Otero	28%	Eddy	29%		
		Dona Ana	38%						
		Luna	50%						
Hidalgo	38%								

1,673,778 adults 16 years of age & older

Map of Percentage At or Below Level 1 Literacy

The Census Bureau recently released data from the 2013 American Community Survey (ACS), including languages spoken for those five years of age and older. The new data show that the number of people who speak a language other than English at home reached an all-time high of **61.8 million,** up 2.2 million since 2010.

New Mexico is a majority-minority State. In order to reach a more diverse group of students, NMCL was continuing to recruit new tutors to programs prior to COVID-19. Characteristics of tutors and students, including demographics, are contained therein.

The NMCL will include an extensive analysis of its demographics before the new program year begins in order to address this need in what will be a Community Needs Assessment Survey (an unduplicated survey for the community to design new programs and support existing adult literacy initiatives.

Language Spoken At Home

#1

Percentage of the total population living in households in which a given language is spoken at home.

Scope: population of the United States and New Mexico

■ New Mexico — United States

	Percentage	Count
Spanish	28.0%	546k
Navajo	3.2%	62.4k
Other Native Ameri...	1.7%	33.3k
German	0.4%	7,159
French[1]	0.3%	5,118
Chinese[2]	0.2%	4,550
Vietnamese	0.2%	4,024
Arabic	0.2%	3,384
Tagalog[3]	0.2%	3,314
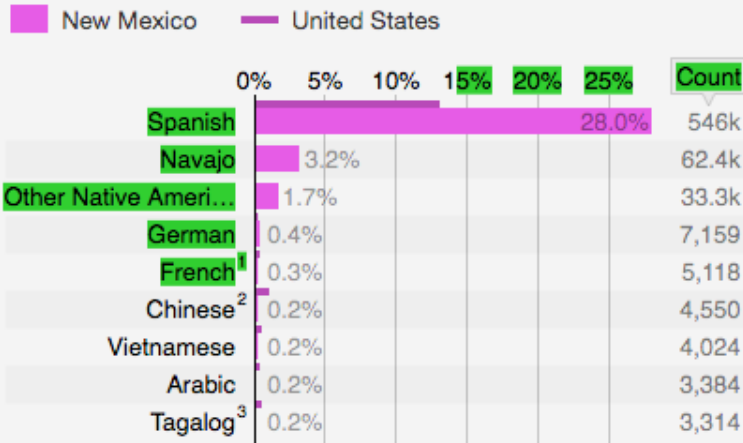
Count number of people speaking given language at home
[1] including Cajun   [2] including Mandarin, Cantonese
[3] including Filipino

Speaking English 'Very Well'

#2

Percentage of people living in households in which a given language is spoken at home.

Scope: population of the United States and New Mexico

	Less Than 'Very Well'	'Very Well'
United States	—	—
New Mexico	■	■

	Less Than 'Very Well'	'Very Well'	Don't	Do
Navajo	14.6%	85.4%	9,106	53.3k
Other Native Ameri...	14.8%	85.2%	4,944	28.4k
French[1]	15.4%	84.6%	789	4,329
German	17.9%	82.1%	1,278	5,881
Tagalog[2]	21.5%	78.5%	713	2,601
Spanish	26.9%	73.1%	147k	399k
Arabic	31.3%	68.7%	1,058	2,326
Chinese[3]	42.0%	58.0%	1,910	2,640
Vietnamese	59.5%	40.5%	2,395	1,629
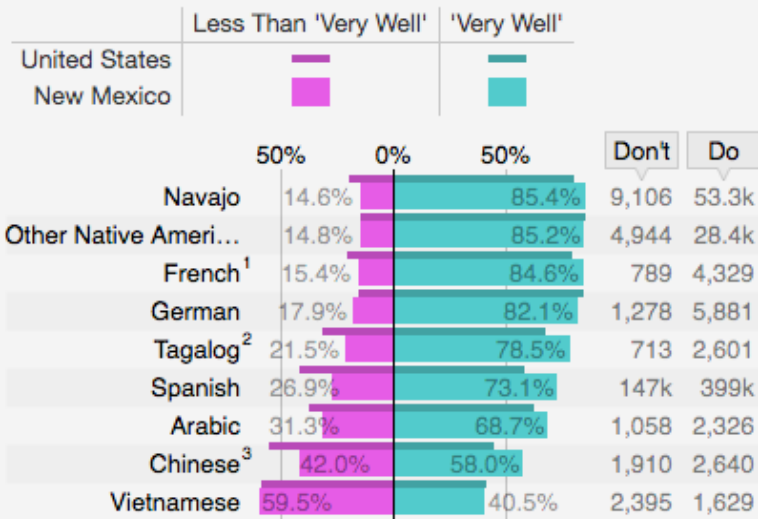
Don't number of people that don't speak English 'very well'
Do number of people that do speak English 'very well'
[1] including Cajun   [2] including Filipino
[3] including Mandarin, Cantonese

Historically, the data was shown on a 4-point scale without language as a consideration. The above data from the PIAAC includes language data for a more accurate estimate of the adult literacy need. For student demographics, please see attached reports (2).

Percentage of adults in each prose, document, and quantitative literacy level: 1992 and 2003

Literacy scale and year

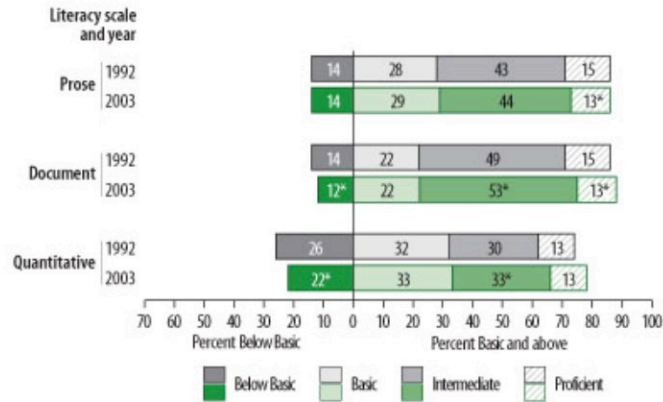|		Below Basic	Basic	Intermediate	Proficient
Prose	1992	14	28	43	15
	2003	14	29	44	13*
Document	1992	14	22	49	15
	2003	12*	22	53*	13*
Quantitative	1992	26	32	30	13
	2003	22*	33	33*	13

Percent Below Basic | Percent Basic and above

* Significantly different from 1992.
NOTE: Detail may not sum to totals because of rounding. Adults are defined as people 16 years of age and older living in households or prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003 and 4 percent in 1992) are excluded from this figure.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Figure 1-A. Average scores on PIAAC literacy, numeracy, and digital problem solving for U.S. adults age 16 to 65: 2012/14 and 2017
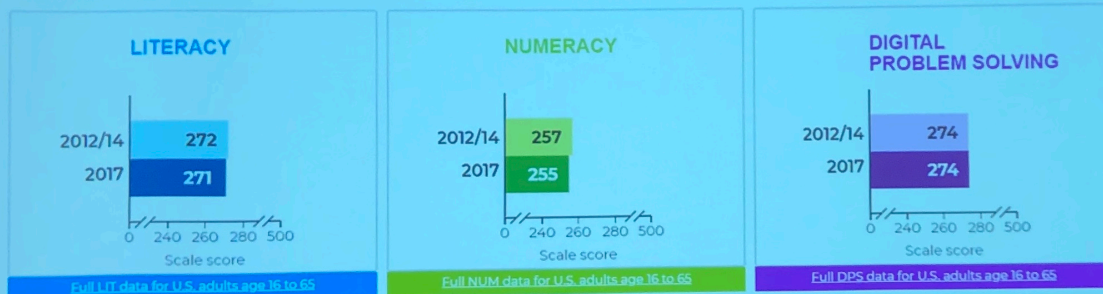
- Will services be provided in person, remotely, or both? Describe your approach, including any required or recommended curricula or content standards.

Literacy:
Research has identified five components of reading:
1. Phonemic awareness
2. Decoding
3. Fluency
4. Vocabulary
5. Comprehension

All NMCL programs for instruction include these 5 key areas, but they are not addressed in a linear fashion. As everyone knows, there's no Wrong Door to Literacy. As long as sound research and practice are followed, the NMCL is open to a review and analysis of varied methods to instruction. At its core are ProLiteracy whole language and phonics approaches. Also used are approaches from the Laubach Way to Reading, which ProLiteracy is in the process of updating.

Each of the first four components plays an important role in facilitating comprehension, the ultimate goal. Research has shown that sustained periods of time are not effective for developing literacy in these areas and instead it should be built over time and contextualized (Reder, 2003).

Language:

NMCL uses the English as a Second Language provided by ProLiteracy for language development and is moving toward the Leamos and Voxy learning platforms for its instructional program.

All literacy and language services are based on Student Centered and Strength-Based approaches that build on skills over deficits. This theoretical underpinning is an essential component to the NMCL's pilot instructional programming that it will then present as an essential component to other programs.

- Will the individuals providing services be volunteer or compensated?

NMCL provides volunteer tutors with professional training in ProLiteracy approaches at the core with eclectic approaches added by design. Volunteer time is estimated at a rate of $25.43 per hour. The State sees a 3/1 return on its investment annually due to this program design. Each one will teach one with this model so that professional salaries are earmarked for program improvements made by the field and NMCL through its pilot and expansion programming for direct literacy instruction. NMCL will serve as the Head Learner for its school and each pilot program outlined in the Project Plan will offer its own services for students through volunteers who were able to adapt to COVID-19 restrictions. The remainder will be trained to adapt.

- Where will they provide services? Do you anticipate collaboration with other local providers of adult or family literacy services?

NMCL programs on Operating Assistance Grant extensions will provide instructional literacy services offsite until nonprofits may resume physical contact in a safe manner for all parties. In the meantime, the NMCL will train tutors and staff in the use of distance education and will involve them in the process with Pivot Evaluation to plan, survey, and train all parties to serve students. The NMCL itself will expand its programs to offer distance education in increasing capacity during years 2, 3, and 4, with a pilot launched in the fall and winter of 2020 for small-scale growth. This growth will replace the programs that did not elect to extend their grant contracts with NMCL due to the competition for this appropriation.

Statewide Engagement Remotely and Beyond

During COVID-19, the NMCL launched a "quick and dirty" story time series for a wide-ranging audience in areas from policy, practice, instruction, basic literacy development, and fictional reading. Funds provided here would allow the NMCL to expand this program by supporting staff in developing the resources through other funding for expanded story time hours. At present, the McCune Charitable Foundation has awarded it funds for the Don't Judge a Book by Its Cover Tour of New Mexico, which will take place virtually! You have to be willing to take chances and jump in if you want to start a movement.

Story Sharing Builds Community

NMCL will offer and encourage the sharing and community building among libraries, literacy programs, and a general audience – libraries, the New Mexico Humanities Council, and beyond.

Diana Molina, Storyteller
New Mexico Humanities Council

Plans are underway to have Diana Molina return for cultural storytelling in Year 2.

Other story times are in the works with the Learning Community at PBS American Portrait: A National Storytelling Project (E.D. participated in all four webinars and joined the community).

NMCL also has plans to follow-up its annual conference to continue the storytelling and issues related to domestic violence and literacy.

In addition, NMCL will launch the "Let's Get Back to Basics" – Real Reading and Spelling Pure and Simple Training for Tutors (Program to be funded by private sponsor and/or grant; agenda with NMCL and property of Real Reading and Spelling Pure and Simple). This program will serve adults and their families who have low literacy skills.

Estimates from UNESCO show that around 90% of the world's students are currently out of school. https://en.unesco.org/covid19/educationresponse

Thusly:
1. Parents with dependent children have higher percentages of employment (79%) than parents with non-dependent children (60%) and non-parents (70%)
2. Over half of parents (56%) need skill building (i.e., have literacy skills at level 2 and below).
3. A total of 69% of parents living without a partner are low skilled
While being too busy at work is the most common reason for not pursuing education or training (26% for parents, 31% for non-parents), a higher percentage of parents report family-related responsibilities as the reason for non-participation (22%) than do non-parents (3%).

Greater coordination is needed with the Public Education Department and the NMCL has participated in a few meetings with representatives of the Department toward that end. NMCL has also invited local providers to participate in PED networking opportunities made available to it and the local programs.

- How will you assess and track student progress?

NMCL has included a sample of goals improvements as an enclosure with demographics and outcomes indicated therein. For the first year of this grant, NMCL will need to contact each site for pre and post-test status for student progress tracking and hours to be verified in LACES (distance education versus past in-person tutoring) as measured by a standard assessment and hours logged by tutors and in LACES.

Though some programs have developed their own assessment tools to track progress, these informal measures cannot substitute for a universal measure that is equally administered that will yield the same result each time it is given, all variables considered.

Because of COVID-19 and the many new considerations for performance and progress tracking, NMCL would begin the program year by requesting a web meeting with HED staff (July preferred) to determine the best outcome measures for the project. NMCL would like to maintain its own additional measures in the database system it uses for student performance and tutor services and demographics, whether the NMCL deployment of LACES or the HED version.

There is an opportunity to measure instead the soft skills that students will need in order to be adaptive and ready for work in whatever climate they are located for 22nd Century readiness. They will be prepared with critical thinking, life skills, motivation, and practical resources, as their life circumstances allow, and NMCL will finalize these outcome measures if it continues to manage its own database system at the state and local levels. NMCL would require the use of LACES for its instructional program if it migrates to the HED's system.

For student progress, NMCL has attached the outcome measures with which it would begin the discussion (attached).

Considerations for the discussion would be the performance measures under WIOA, such as: employment, retention, average earnings, and placement in employment or education, attainment of degree or certificate, and literacy or numeracy gains.

Assessment should be tempered with current conditions until programs can become equipped with the assessment materials needed for testing off-site and remotely. CASAS and TABE are both ready with training and resources. NMCL is certified to administer CASAS and TABE 9 & 10. NMCL designed its last TABE training and would become trained in newly NRS approved and remote TABE. CASAS is the instrument of choice for sensitivity at the lower levels of literacy abilities and it also has a helpful strength-based reporting approach to assist tutors with skill building.

- Do you assess benefit to the local community? If so, how?
  - Student self report when goals are tallied at year-end or as students stop in and out of services;
  - Community assessment at beginning of year and survey at year-end;
  - Student Surveys at key intervals in literacy interventions (enrollment/intake, mid-year, year-end);

NMCL will coordinate with groups like ProLiteracy/World Education, New Mexico Thrives, and local instructional providers on these surveys to continue to gain a "lay of the land" view (NMCL also conducted a needs survey of its providers) to reduce duplication and better coordinate literacy providers in the nonprofit sector. This is one of NMCL's key functions to reduce waste.

To begin the program year, NMCL will collaborate with community partners outlined in its Logic

Model (attached) to plan pilot programs and outcome measures for literacy pilots in corrections health, innovation, family, technology, and the workplace. NMCL will coordinate and survey providers from the social service/mental health, and library communities. Due to COVID-19, NMCL felt it best to survey the landscape prior to planning for the 4-year grant and 1-year application at present due to the global health crisis and pending recovery.

NMCL is an essential player because it provides technology trainer training – those soft skills needed when interfacing with a highly technical field that must be put in a lay context in an easy-to-understand manner delivered with patience; Pivot Evaluation and the NMCL's Training Coordinator will ensure that live trainings, or synchronous trainings, are delivered in a professional and patient manner. NMCL E.D. will prepare trainings that are pre-recorded, or asynchronous.

②   40 points

Briefly describe your organization. Include the following:

- What are your organization's primary mission and vision?

The **vision** of the New Mexico Coalition for Literacy (NMCL) is that all adults can read and

write.

The **mission** *of the NMCL is to coordinate, expand, and enhance New Mexico programs so adults can read and write to achieve their goals.*

According to literacy advocate and NBA legend and Hall of Famer, Kareem Abdul-Jabbar, "the rioting we are experiencing in the country today are "the voices of people who have no voice… These are the people who have no voice now… They don't get the political power or the financial power to change the circumstances, so what are they going to do? The rioting is [sic] the voices of people who have no voice. That's how they have made their presence known. I just remember seeing a sign that someone held up in Minneapolis that said, 'Can you hear us now? I think that's a very poignant statement' (CNN, June 2, 2020)"

The NMCL will continue to serve its mission of giving a voice to the voiceless due to literacy and language barriers.

Describe your experience providing literacy education services in New Mexico.

Adult Literacy Forum, ABQ Journal Center, 1987

"A nation that forgets its past has no future."
– Winston Churchill

Our Founding

The cause of adult literacy came to the forefront in New Mexico during the administration of Governor Garrey Carruthers. The cause was championed by First Lady Kathy Carruthers as her signature initiative. The first Literacy Forum was held in 1987 to address the concern of illiteracy in New Mexico and the NMCL was formed as an outcome of that meeting among concerned citizens, public servants, and business stakeholders. From that beginning, the New Mexico Coalition for Literacy (NMCL) was established and continues to gain stature statewide and nationally during the succeeding years as the statewide clearinghouse for funding, training, outreach, public relations, communication, and resource development.

The growth and stability of the NMCL is a tribute to First Lady Carruthers; those who formed the first steering Committee, including Senators Bingaman and Udall; and the First Ladies and First Gentleman who followed her path. To this day, the NMCL remains a nonpartisan, nonprofit, private corporation dedicated to its founding mission: to teach basic literacy skills to adults who lack the ability to read above the 6th grade level.

The New Mexico Coalition The NMCL encourages and supports community and library-based adult literacy programs. It is the New Mexico affiliate and coordinator for the national program of **ProLiteracy,** overseeing certification and coordination of its volunteer tutor trainers. The NMCL also trains and certifies its own trainers in the areas of outreach, governance, program management, and English language instruction for non-readers and non-speakers.

The NMCL's core projects include operation of a statewide, toll-free referral, recruitment, and information hotline sponsored by New Mexico's ABC affiliate, **KOAT-TV;** administration of the State of New Mexico Literacy Program Appropriation; operation of the New Mexico Literacy Resource Center, as designated by the U.S. Department of Education; and operation of a Literacy Training and Technical Assistance Program providing development opportunities to community-based and library literacy projects in a wide range of program areas.

Since its inception in 1987, more than twenty new literacy projects have been established in New Mexico with NMCL assistance and funding. The NMCL also launches special programs and projects and conducts an annual survey of literacy programs to assess program needs and trends. It also maintains a **statewide directory** of adult education and literacy programs. Currently, the NMCL is serving the following **communities**. The NMCL depends upon private donations from businesses and individuals as well as government funding to conduct its wide ranging development activities.

A Board of Directors serves to keep the NMCL accountable and in the forefront of literacy program development. The NMCL enjoys the bipartisan support of state's Governor and Legislature. The NMCL also works with State agencies to implement its wide-ranging adult and family literacy activities. At present, the NMCL is funded by the New Mexico Department of Higher Education through a General Fund appropriation for the statewide adult literacy program.

Our Purpose

Increase public awareness about the cause of adult literacy and eradicate the stigma associated with illiteracy (see attached Articles);

Sticks and Stones? Words can be just that.

Beautiful

Like any weapon, literacy is that of mass instruction and not destruction. As stewards of literacy and the narrative, we take that charge very seriously and educate society in best practices to broaden the array of people who will avail themselves of literacy services and truly create an environment where there is literacy for all. NMCL will always be the first to celebrate these victories and encourage others to follow suit, which so far they have done consistently. No other program is doing this. NMCL will continue to lead the charge.

What Merriam-Webster's words of the year say about the past decade

By Harmeet Kaur, CNN

Develop resources for local, community-based adult literacy programs.

Teaching English through Spanish Literacy

Is This Your Problem?
Do you have Spanish speakers in your area:
- who cannot understand or speak English?
- who want and need to learn English?
- who cannot read/write Spanish or can read/write Spanish only at a low level?

Statistics
The fastest growing minority in the USA is Latinos or Hispanics. They want and need to learn English, but research and experience suggest it is more difficult to learn another language if learners cannot read or write their native language; in this case, Spanish.

One Answer
Why not teach English by teaching basic Spanish literacy as a first step?

Bonus Benefits
Learning English is critical to breaking the cycle of poverty in the USA and for helping adults qualify for jobs. But in many areas where the Hispanic population is large, there are signs, instructions, and direction manuals written in Spanish. But how does that help a Spanish speaker who cannot yet understand English and who cannot read or write in Spanish? Being literate in one's native language has a value all its own, keeping alive one's heritage, culture, and traditions, as well as giving one opportunities to read and write in the language one speaks.

Spanish Basic Literacy Books – "Lectura y Escritura en Español"
In response to a growing need in the field for Spanish literacy, Ruth Colvin, founder of Literacy Volunteers of America, Inc. (LVA; now merged with Laubach Literacy International to become **ProLiteracy Worldwide**), having worked in 26 developing countries, many in native language literacy, has created a workbook for students and a teacher's manual. The curriculum is designed to serve the needs of programs that are seeing an increase in Spanish-speaking clients with little or no reading and writing skills in their native language, Spanish, who want to learn English.

Objectives
The objectives of the Spanish Literacy Project are to:
- test the curriculum and provide feedback for revisions
- determine how long it takes to realistically use the entire curriculum
- gather statistics on curriculum and its effectiveness
- get data to track possible life changes

For more information, contact ProLiteracy Worldwide,
1320 Jamesvile Avenue, Syracuse, NY 13210 - 315-422-9121
RuthJColvin@verizon.net

- NMCL was First to offer Spanish Literacy Program in US after seeking Ruth Colvin after two years of conferences and happenstance conversations, which has since spread nation-wide, with elements of it in ProLiteracy's mobile learning apps. (Leamos). NMCL looking forward to piloting its own student

program with mobile learning technologies. More than anything, the NMCL is flexible and friendly with technology. NMCL and its local programs are in dire need of software and supplies and materials for such (listed in budget under Supplies and Materials due to items

being less than $1,000).

Support legislation to fund adult literacy programs;

Establish networks to coordinate resources, exchange information, and raise funds; partner with cultural arts and library communities.

Whether NMCL rewrites a guide at literacy-level for public access or provides court services through one of its providers (Innovation and New Programs along with NMCL may provide these services and have the capacity to do so). See example below.

ALL ABOUT THE BOOKS

VOCABULARY

Industrial Revolution:
It began in 1848, when power-driven machinery changed our economy and the way we lived.

19th Century:
1800 – 1900

20th Century:
1900 – 2000

Rare:
Hard to find; valuable

Mass-produced:
Large numbers of a product made by machine

THE BOOKS YOU SEE in the exhibit are not like the books you know and have held in your hands. They are different because an artist made them. They were made with love, passion, and care. The paper is different, too. The paper was made by hand. The presses you will see were not in factories. They were in private studios. The books are valued for their beauty. They are rare.

Some people think that the idea for using private presses began because of religious monks. The monks wanted to save important ideas by writing them down. They printed their books by hand because the press was not invented yet.

After the Industrial Revolution in the 19th Century, books made on printing presses were not of good quality. They were mass-produced. So, private presses became popular. With private presses, artists could make beautiful books. In them, they saved their own ideas and the ideas of others. By the 20th Century, private presses were in New Mexico.

NMCL also acts as a clearing house for adult literacy research, data, statistics, and information;

NMCL expands and **enhances** local community based literacy programs through capacity building and new program/project development and implementation;

Provides consultants, trainers, and technical assistance to local adult literacy programs, such as tutors, personnel, and nonprofit boards; and

Distribute funds and other essential resources equitably to adult literacy programs throughout the State.

NMCL will always have the experience and judgment to make the right call at the right time for rapid response as the situation calls. When time and resources allow, a governing body informs key policy decisions and long-term plans. For this reason, NMCL will always have the Executive Structure to facilitate literacy services with trust and ease. Conversely, NMCL can use administrative process to slow and control the situation in the best interest of the whole.

NMCL has conducted Research (through VISTA – E.D. and Volunteers Developed, Administered, and Tested Student and Tutor Survey with results pointing to one-to-one instruction). Independent Provider Survey through Pivot Evaluation conducted (see attached).

Collective Impact is the name of the game. Accept no substitutes.

Heather Heunermund
Executive Director

Heather joined the NMCL in May of 2001 and has worked in every capacity for the organization. She has worked on boards and with student leadership groups at the collegiate level and for the nonprofit sector in fundraising, outreach, communications, and direct service. She has also served as a staff member for St. John's College's Development Department, Alumni Department, and Bookstore; Heather was the Student Polity and Board of Visitors and Governors Student Representative for the Santa Fe Campus, as well. She has a Bachelor's degree in Liberal Arts from St. John's College (the "Great Books Program") and a Bachelor's degree in Psychology from the College of Santa Fe (CSF). She also holds a Master's degree in Education with an emphasis in Community Counseling from CSF and a leadership certificate for nonprofit chief executives from BoardSource. Heather completed her clinical work with at-risk youth and their families at Youth Shelters and Family Services, Juvenile Community Corrections and Family Counseling programs. She volunteered as a grief facilitator for youth at Gerard's House, as well. She has over twenty-five years of experience in the nonprofit sector with a focus in community service and education; she lives for the NMCL's mission of reading and writing in the pursuit of truth, freedom, fun, knowledge, and wisdom. An eclectic at heart, she brings with her experience from past and present lives to support programs. While at the NMCL, she continues her work with at-risk populations and for human rights, such as access to literacy for all. Heather spends her free time with her plants, pets, kids, and husband, who is also committed to lifelong learning as a teacher, professor, administrator, IT, and perpetual student. Since a rolling stone collects no moss, she likes to keep things moving...life is learning. She is trained and certified in CASAS, TABE, Motivational Interviewing, counseling, and has provided life skills training workshops to at-risk youth. She has also taught, tutored, and overseen direct instructional programming. She has excellent administrative capabilities and research abilities that will allow the NMCL to assess and determine its project efficacy. Building student self-efficacy, on a different note, is her personal calling. (It's basically a form of scaffolding). She has 19 years of direct experience with NMCL varied programming from literacy to adult education. She has training certificates of completion in ProLiteracy Basic Literacy and English as a Second Language tutoring approaches. [Note: ProLiteracy does not certify tutors]
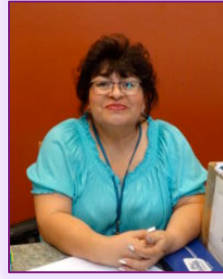
Amy Jo Sandoval
Financial Manager

44 years of experience in apply principles of accounting to analyze financial information in preparation of financial reports. A solid foundation in mathematics and financial management the ability to think critically and produce products that accord with logic and math. Self-auditing ones work and invoking verification protocols in all types of work including balance sheet, profit & loss statement, cash flow statements general ledger, accounts payable, accounts receivable, payroll and trial balance. Prepare budgets, tax documents and interfacing with programs.

YEARS IN BUSINESS

44

INDUSTRIES SERVED

Agriculture / Farming
Automotive Sales / Repair
Computer / Software
Construction / Contractors
Consulting
Design / Architecture / Engineering
Government Agency
Hospitality
Insurance / Brokerage
Lawn Care / Landscaping
Legal
Manufacturing
Medical / Dental / Health Services
Non-Profit
Property Management
Real Estate / Developer

Restaurant / Bar
Retail
Salon / Beauty
Transportation
Wholesale Distribution

CREDENTIALS†

Accountant
Bookkeeper
CB (Certified Bookkeeper)
Computer Consultant
EA (Enrolled Agent)
Tax Preparer

SOFTWARE EXPERTISE

3rd party applications integrated with QuickBooks
Intuit Payroll
QuickBooks Desktop Basic / Pro / Premier
QuickBooks Desktop Enterprise Solutions
QuickBooks Desktop for Mac
QuickBooks Desktop Premier: Contractor Edition
QuickBooks Desktop Premier: Manufacturing and Wholesale Edition
QuickBooks Desktop Premier: Nonprofit Edition
QuickBooks Desktop Premier: Professional Services Edition
QuickBooks Desktop Premier: Retail Edition
QuickBooks Online Edition
QuickBooks Payroll Products
QuickBooks Point of Sale
TurboTax

Tana Batis
Training Coordinator

Tana was born in Bronx, New York and moved to Ft. Lauderdale, Florida as a youngster, moving from a broken home. She was in and out of foster homes until she was 18. During that time, she was a summer camp counselor and worked with children and adults who had disabilities. She would coordinate activities, such as arts and crafts, sports, and was a certified lifeguard. She moved to Santa Fe as a young adult who did not know how to drive a car, being from the Big Apple and all. She became motivated to purchase a car to advance her position at work. Tana progressed to be a certified nursing assistant who worked for a few agencies and a few private companies for 10 years. She also operated and owned a garage door company for about 15 years. In 2013 Tana decided to go back to school and got her GED® and worked hard to obtain an Associates degree in Hospitality and Tourism and an Associates in General Studies and Applied Science. She plans to finishing school to get my Master's degree for social work. Tana enjoys working with people and helping them. She worked at Sam's club for four years and was the membership champion, which consisted of doing sales and making sure all the members there were very happy with their membership and getting the best benefits for being a member. Tana also worked in Jewelry and electronics, hardlines, and worked the whole club. She wants to help people of all kinds who are struggling with different issues that want to improve their lives. Tana is a quick study who has expert technical skills and an ability to manage projects and persons in an efficient and helpful manner. She is being trained to provide trainings to providers. Tana is CASAS certified and hold her training in ProLiteracy's Basic Literacy and English as a Second Language programs.

- Associates in General Studies and Applied Science

- Associates in Hospitality and Tourism

- Certificate in Accounting

- Certificate in Hospitality

- Certificate in Business Management

- Certificate in Basic Literacy

- Certificate in English as Second Language

- Certificates for GPA 3.85 and Above

- Certificate for Honor Roll 2016 2017 2018
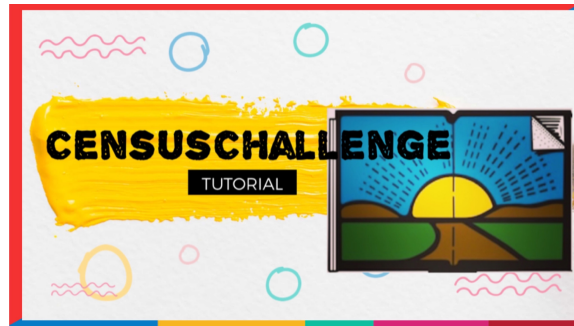
How would this initiative **improve** or **enhance** the benefit your organization currently provides?

The NMCL was established to be the program improvement and enhancement agency for New Mexico's adult literacy initiatives, among one of its core founding functions. Therefore, it is the embodiment of expansion and enhancement. This frees local providers of adult literacy programming with the resources they need to address their community's literacy needs and beyond. As the NMCL pilots its distance learning program, it will work with the community to form literacy initiatives that may facilitate blended learning. The NMCL will be a kick starter. This is a function performed by no other provider and the NMCL's 33 year history of providing this service with its seasoned staff are unparalleled.

Like the community-based literacy initiatives that it supports, NMCL would cease to exist if not for the legislative appropriation and would be unable to use that funding to leverage it three-fold for a return on the State's investment in goods and services received and cash grants procured as a match for the grant. In fact, one of the NMCL's key services is to provide Legislative advocacy, the reason for its headquarters being in Santa Fe.

Last program year, NMCL and its local programs raised three times more funds over the appropriation. In-kind goods and services are detailed in the NMCL's budget.

For example, the Symposium was funded with both State and General/Fundraising monies, thus allowing the NMCL to maximize the scope of its reach.

This is what the NMCL currently provides, so it is the embodiment of program improvement and enhancement; this opportunity creates the right environment for the NMCL to design an improved adult literacy program with new terms and conditions that are relevant to the times and needs of the adult literacy community and students it serves.
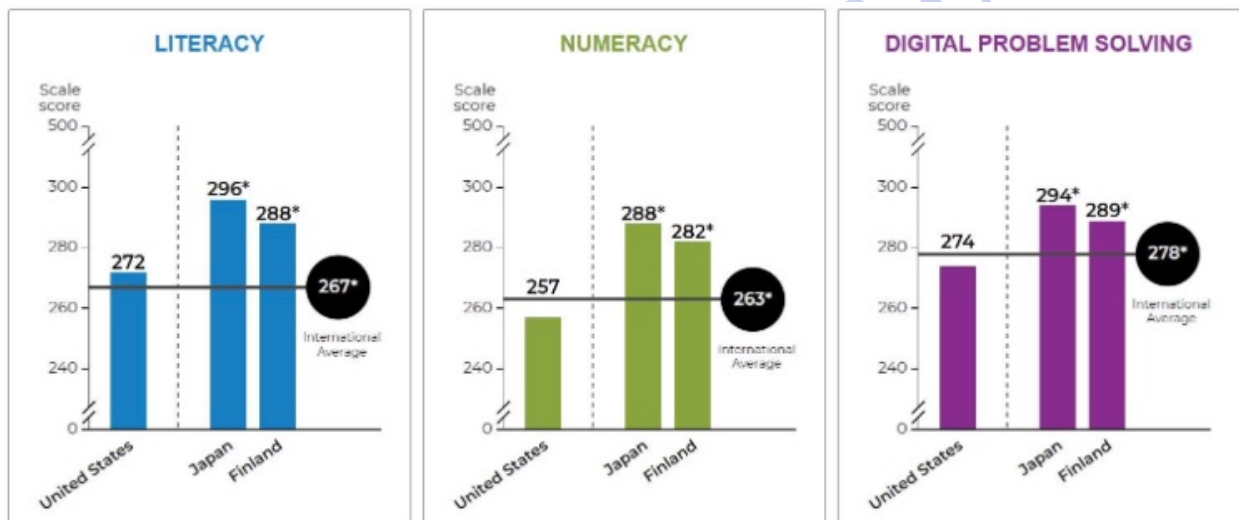
The piecemeal approach of the nonprofit sector has been unable to address the disparity in our societies. However, collective impact, with a cross-sector approach and engagement at all levels of a community holds promise for creating meaningful change. In this time of uber-technology, the key components of collective impact are very human: dialogue and relationships (Nehpesh, 2012).

In an open letter to funders, the role of capacity builders was underscored:

4. **Many of us are maxed out.** We've been operating at our maximum capacity for years already. In some cases, our funding levels haven't yet recovered from cuts in 2008. We already have eight other special projects piled on top of our regular work, like parent organizing and census outreach. Coronavirus response is yet another unfunded mandate at this point, but we are rising to

the occasion.

5. **We need more funding and we need it immediately.** In spite of being stretched, we are actively responding to this crisis, crafting new policies and action plans, deep cleaning our facilities, educating the people we serve, fighting bigotry, etc. Should we stop doing those things to research your guidelines, create a program plan and budget, and write a grant proposal? Will that help "flatten the curve"? Don't you have trusted partners you can provide additional unrestricted funding to *right now*?

6. **We especially need your funding because some of us just had to cancel our biggest fundraising event of the year.** We lost our deposit on the hotel ballroom and catering, and we aren't sure how we will make budget. You are expressing concern about economic losses for hourly and gig workers. You should also worry about the viability of many nonprofits—this could put some of us out of business. Please advocate for nonprofits to be included in recovery planning and relief.

7. **Be flexible about how current funding is spent.** This pandemic is a game-changer, and our work in the community will have to change as well. If we have funding to provide school-based interventions, but the schools are closed, will we be penalized if we redeploy our staff to serve families in new, different ways that haven't yet been approved in your annual grant cycle? If we have funding to do in-person community education events, but we have to shift to virtual events, do we have to renegotiate our contract? Issue a statement to grantees that you will support nonprofits leading in adaptive ways and you will support their efforts to be responsive to changing community needs, even if it doesn't match to original proposal.

8. **Distribute more money.** In a time of crisis, it makes sense to invest more immediately. If we can slow the spread of this disease, it will save countless dollars later in healthcare costs and economic losses. We as nonprofits are being asked to do more, so give us more resources to get the job done. This is the time for foundations to exceed the 5% minimum required payout. Yes, we know the stock market is down and you are worried about your corpus. But that doesn't change the fact that now is the time for leadership, including leadership giving.

9. **Support intermediary organizations.** Our coalitions, associations and capacity

building partners are offering real-time guidance and support. They are convening us so that we can coordinate our efforts and share effective strategies. Help them help us.

These are powerful words from our national leaders.

This structure allows us all to address life's immediate demands, and we can craft the program relevant to the needs of our students at that time, which in today's climate are ever-changing, from employment, health, housing, and now basic freedom, safety, and civil rights... not now, but this has gone on too long and has increased most dangerously.

According to Nephesh (2012):

In the Middle Ages, literacy and technology intertwined. Most people were illiterate; books were costly, hand copied on parchment. Crusaders returning to Europe brought the technique for papermaking and for "producing cheap muslin cloth." When a large portion of the population in Europe died from the Black Plague, their leftover clothing created an abundance of rags. The rags provided inexpensive raw materials for paper production. Paper became cheaper and eventually replaced parchment as the raw material for books. The Power of Change is evident in the effects of disease...

According to Reder (2018) "When I entered the field in the 1970s, adult education seemed had a broad focus on human development, individual & community empowerment & lifelong learning..." This was true when the E.D. entered the field twenty years ago, as well. There was more collaboration for Collective Impact. What happened?

Since that time, public policy and funding has systematically narrowed the focus of adult education to serving as an employment and training system, ignoring the key relationship between literacy and political and civic engagement and volunteerism.

This raises important questions about how adult education and literacy can be made more relevant in our 21st Century Society (Reder, 2018, NMCL Symposium).

③   40 points

Describe how your organization's activities using this funding might coordinate with other available education, training, and social service resources in the communities you plan to serve.

Due to COVID-19, the NMCL had to change its plans for direct community engagement.

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Instead, NMCL is adapting its plans. Providers must be flexible.

PBS American Portrait Webinar Storytelling Training, ©2020

PBS National Storytelling – American Portrait: What It Really Means to Be an American Today

Leona Stuckey, Healing Voices Personal Stories
CC BY-NC-ND 4.0, NMCL 2020

Center for Civic Policy, Census Partner

New Mexico Library Association, Renewed Members for Networking and Info. Sharing

Local Adult Literacy Programs that subcontract under the NMCL for its Operating Assistance Grant Program often establish Memorandums of Understanding with local and county providers in the areas of wrap around and support services for potential and existing adult literacy students and their families. They also serve as a service site and source of referral to and from the provider. This model ensures that local programs, who are experts in their student and community's needs and resources, can design programming with oversight and accountability handled by the NMCL and the specifics left to the experts in local communities to ease the burden on the State, with established partnerships, referrals, and services offered to and from programs such as (already established relationships):

- 21st Century Community Learning;
- Alberta House;
- Churches;
- Corrections (Santa Fe jail at present; other programs on hold)
- Division of Vocational Rehabilitation;
- Domestic Violence Shelters;
- DWI Compliance
- Fathers as Readers;
- First Born;
- Food Banks/Pantries;
- Foster Grandparents;
- Head Start;
- HELP;
- Jails;
- La Vida;
- El Camino Real Housing Authority;
- NM Workforce Connection;

- 📖 Probation/Parole;
- 📖 Public Libraries;
- 📖 Public Schools;
- 📖 TANF;
- 📖 United Way.

Although word-of-mouth is still the most prevalent method of student recruitment, the New Mexico Coalition for Literacy maintains its ongoing public service announcement campaign for student recruitment and motivation. Says one director:

"…without this corporation [NMCL], HCLP could not use its inherent resources to thrive and would cease to exist. Hidalgo County is largely composed of multi-generational families who have married within one another, representing parallel hundreds of shared family members. Ergo, the most significant source of referral recruitment for HCLP is 'word of mouth' via family members. Free promotional advertisement of HCLP availability is provided in the weekly publication of the Hidalgo County Herald. ABE and other agencies do play a role in recruitment, but of lesser significance."

One of NMCL's goals would be to improve the referral system between adult literacy and basic educational providers and require this criterion to be collected at intake and follow-up interviews, and recorded in LACES. NMCL and its Operating Assistance Grant programs already possess the training in LACES required to administer, oversee, train, and manage the grant program as it stands now a the state _and_ local level for seamless service delivery at a critical juncture due to COVID-19 and the nation's rightful civil unrest and continued quest for human rights. In other words, the less transition, trainng in new skills beyond the trainings outlined herein, should be minimized. To take a risk at a time of uncertainty is to shake the core and foundation for communities and would render a return to a "new" normal all but impossible. Though people will adapt, they will return to a newly established pattern of behavior and expectations to manage life's demands, including work and education, family, and health needs. NMCL will continue to place particular

emphasis on literacy activities in the arts and culture (Bellamy, 2017).

At project start, NMCL will conduct a Needs Assessment and Survey/Planning with Stakeholders from all libraries, mental health, behavioral health, vocational rehabilitation, substance abuse, and the COVID-19 and health care sector.

Training (Needs Survey)

- COVID-19

- Workplace

- Life Skills (John and Leadership)

- Technology

- Tutors (ProLiteracy & NMCL Manual)

- Programs

- Boards

Social Service (Needs Survey)

- COVID-19

- Outreach/PR (NMBA & Partners in Education)

- Direct Service

- NMCL Pilot

Needs assessment of 33 counties, beginning with mental health and social service not covered by 8 providers on extensions. Cite Literacy Community Needs Assessment.

④   40 points

Describe your organization's activities and strategies to identify and engage individuals and communities in need of the services you will be providing using this grant funding.

Approach: relevance, humor, fun, practical nature of skills and outcomes, be a King or Queen.

 Lifespan literacy interventions will be offered.

Usually, an organization's activities and strategies to identify and engage individuals and communities in need of services is preceded with a Community Needs Assessment. To begin the program year (July, 2020), NMCL will assist and engage in the services of Pivot Evaluation to continue to build upon the recommendations, data, research, and social skills indicators desperately in need of tracking for better progress reporting over time and during periods of stopping out due to work and family obligations.

Survey Community (How)

Studies and surveys will be coordinated with Open Door Collective, and the Digital Community of Practice of World Education to assist populations in poverty and beyond. Director has attended meetings with NM Out-of-School Time Network, Libraries, Mental Health, Behavioral Health, and others to approximate the following principles:

The first skill is about understanding "the complexity and interrelated nature of the issues." In New Mexico, education has been identified as a pivotal issue that needs to be addressed. Understanding the factors that impact education demonstrates the first skill. (see attached project plan).

The second skill is about patience, committing to the group process and moving at group speed. The homeless coalition in Albuquerque had been working together since 2007, building trust and being mutually supportive.

When Mayor Richard Berry came into office, the coalition was able to present him with a

plan for addressing homelessness. It was easy for the Mayor to partner with the coalition and move forward as a group.

⑤   40 points

Describe your organization's ability to serve (as possible) refer (primarily) eligible individuals with disabilities, including those with learning disabilities. Include relationships with organizations or institutional departments that support diagnosis and accommodation for learning disabilities.

NMCL and its programs often refer adults with learning disabilities, difficulties, and differences that surpass the general skill set of tutors, who are taught within certain limits on the phenomena associated with serving special needs populations.

NMCL will maintain this referral network among its providers, who use services such as Learning RX to meet the need of adults who need additional support.

NMCL will Review its Bridges to Practice Training and revise it to be current and applicable with today's standards. From there, NMCL will be able to offer in-service workshops to supplement what will be a recommended policy and practice for local providers of instruction.

PowerPath is offered at literacy programs housed in adult basic education programs.

⑥   40 points

Describe support your organization would provide to personnel and organizations providing services under this grant.

The NMCL will offer a framework that can be adapted to meet local community needs and that encourages information sharing among providers.

That framework is more flexible than models based in industrial revolution principles. That makes the model fairly timeless so that literacy services are contextualized and always relevant to student needs for work and life.

NMCL Grant Making Programs still serve that function in this new climate world-wide and the NMCL has the capacity in-house to design and identify, along with the program and field at large (it takes a Village) - the best programs and practices for directors, boards,

tutors, students, and the community to which the field must coordinate its services.

Toward that end, the NMCL will provide direct trainings for program directors and boards as indicated in its project plan and as determined by the community needs assessment to be conducted at the project start in the summer (July – August, 2020)

Fast Track Grants (Innovation and New Programs, with grants encouraged to Native American providers)

Pilot Programs – Challenge Grants, Answer the Research Question for your Region as indicated above in said research proposal for Health Literacy with a COVID-19 focus, Technology, Distance Education, Family Literacy (NMCL Remote Instructional Program Cell-Ed and possibly ProLiteracy offerings, 4 Regions for Pilot Programs to answer research questions about practice)

Community Education for Outreach and Advocacy (as demonstrated in the critical literacy and stigma media campaigns and future training offerings developed and offered by NMCL staff).

Wrap Around Services

NMCL Training Coordinator to serve as social worker for literacy programs and students served by NMCL's pilot distance instructional program and professional development and higher education will be provided accordingly. The TC will interface students and programs working in literacy with critical resources to respond and recover to COVID-19 and beyond. The TC will also assist Pivot Evaluation in establishing the labs all with the supervision and oversight/planning of the NMCL team from E.D. to Intern. NMCL has secured the assistance of an Intern and matching funds through St. John's College's ARIEL grant program.

Direct Instruction (Distance)

NMCL will pilot a distance educational program for adults who read at or below the sixth grade level in reading, writing, speaking, and understanding English, with critical thinking and critical literacy being emphases. See theoretical underpinnings section below.

New Program Development

Labs (4 Regions) to outfit programs with new technology, Internet, and cell phones/tablets/laptops for instruction and data collection and reporting.

LACES Training

YouTube (2) Currently on @NMAdultLiteracy

Live training as needed (included in bid if HED allows the NMCL use of its deployment of LACES). If NMCL transitions to the HED's deployment of LACES, then the cost-savings would be placed into Innovation and New Program grants (with new programs encouraged in Native Communities) and Training and Technical Assistance for Distance Education

resources (software and materials less than $1,000). The NMCL is willing to review both options with the HED – migrating to its version of LACES or maintaining the NMCL's deployment of LACES. The NMCL would also plan to discuss data collection and student outcomes prior with HED to the report form being issued by HED to ensure programs are on track to collecting all necessary outcome measures established by the NMCL and HED (see attached in data section) and as deemed appropriate by the NMCL and its local program partners.

Volunteer Tutor Training (Online Pro-Literacy training in Basic Literacy and English as a Second Language; Board of Directors Trainings; and Pre-Service hybrid training as needed in ProLiteracy approaches to Program Management (50/50 Principles of Intake of Program students and tutors to balance the support of those learners and providers – offered online and in-person as physical contact allows, which is not at present.)

Training & Technical Assistance (Tutor Training, Professional Program Directors' Association remote meetings for program management and planning; Synchronous and Asynchronous Trainings by Design based on survey of needs. NMCL will revise its Training and Technical Assistance offerings accordingly; trainers are rated on a rubric of standards for their required discipline in program management, governance, instruction, and leadership. Evaluations of trainings and workshops are taken and assessed for continued improvements. See attached for prior offerings.

Therefore, this application does not include the cost of contract trainers for pre-service tutor training in its cost proposal. Instead, it has student support, engagement, and life skills training with Jimmy Santiago Baca and A Voice 4 the Unheard. If funded, NMCL would be happy to share project outlines due to the personal work and commitment these two student leaders have invested in their publications and trainings.

Student Leader Summaries

Mr John Dwayne Bunn founded his nonprofit after being exonerated for a murder he did not commit and learned to read while incarcerated before being freed almost twenty years (17 to be exact) later as a mere fourteen year-old child who, in his own words, was "kidnapped" by the system. Read more about his personal story here.

JOHN BUNN

John was born and raised in Brooklyn, New York by his single mother. At age 14, John was charged with the murder and attempted murder of two NYC Correction Officers in Brooklyn in 1991. He was convicted in a high-profile case at the time based upon the testimony of one eyewitness. John was released on parole in 2006. New evidence has surfaced that Louis Scarcella and other rogue Brooklyn homicide detectives illegally arrested John in his mother's apartment and framed him for the murder. On May 15, 2018 John Bunn was exonerated with help from the efforts of The Exoneration Initiative, a foundation dedicated to freeing the wrongfully convicted. At the same time as his exoneration is in progress, John started A Voice 4 the Unheard to do his best to bring positivity into the communities, schools, houses, and prisons of New York City.

Pst. "We don't expect you to read the photo. Click it for more info. or go to the site above."

Mr. Baca also learned to read in a maximum security prison as a young man who found his life and his light in poetry and words, through the freedom of self-expression. For Mr. Baca's summer workshop, visit his website by clicking <u>here</u>. Read more about these two Legends by clicking the links above and click <u>here</u> for the beautiful biography and words of enlightenment from the webpage below.

First came to write poetry as a young man in prison. First came reading (from an anthology stolen from a jail guard):

"It was late when I returned to my cell. Under my blanket I switched on a pen flashlight and opened the thick book at random, scanning the pages. I could hear the jailer making his rounds on the other tiers. The jangle of his keys and the sharp click of his boot heels intensified my solitude. Slowly I enunciated the words... p-o-n-d, ri-pple. It scared me that I had been reduced to this to find comfort. I always had thought reading a waste of time, that nothing could be gained by it. Only by action, by moving out into the world and confronting and challenging the obstacles, could one learn anything worth knowing. Even as I tried to convince myself that I was merely curious, I became so absorbed in how the sounds created music in me and happiness, I forgot where I was. Memories began to quiver in me, glowing with a strange but familiar intimacy in which I found refuge. For a while, a deep sadness overcame me, as if I had chanced on a long-lost

friend and mourned the years of separation. But soon the heartache of having missed so much of life, that had numbed me since I was a child, gave way, as if a grave illness lifted itself from me and I was cured, innocently believing in the beauty of life again. I stumblingly repeated the author's name as I fell asleep, saying it over and over in the dark: Words-worth, Words-worth."

("Lock and Key" from Working in the Dark: Reflections of a Poet of the Barrio, pg. 5-6)

Shortly after experiencing the exhilarations of reading lyric poetry, I discovered the even more dynamic liberating powers that come with writing poems:

"Days later, with a stub pencil whittled sharp with my teeth, I propped a Red Chief notebook on my knees and wrote my first words. From that moment, a hunger for poetry possessed me. Until then, I had felt as if I had been born into a raging ocean where I swam relentlessly, flailing my arms in hope of rescue, of reaching a shoreline I never sighted. Never solid ground beneath me, never a resting place. I had lived with only the desperate hope to stay afloat; that and nothing more. But when at last I wrote my first words on the page, I felt an island rising beneath my feet like the back of a whale. As more and more words emerged, I could finally rest: I had a place to stand for the first time in my life. The island grew, with each page, into a continent inhabited by people I knew and mapped with the life I lived. I wrote about it all—about people I had loved or hated, about the brutalities and ecstasies of my life. And, for the first time, the child in me who had witnessed and endured unspeakable terrors cried out not just in impotent despair, but with the power of language. Suddenly, through language, through writing, my grief and joy could be shared with anyone who would listen....Through language I was free."

(ibid. pg. 6-7)

- Jimmy Santiago Baca

Materials Grant Funding Program (Established since NMCL's founding in 1987 - to bring in new programs and assist existing programs with expansion and physical resources/ additional software as needed). When everyone is involved, everyone wins!

Extension Grant Funding (for *current* **Operating Assistance Grant** Recipients applying for extensions, the list is as follows, as of the writing of this application (NMCL is the only provider of Operating expenses for grants that cover salaries, rent, utilities, materials not covered above [except during COVID-19 crisis and recovery] to fast track program costs during a national crisis to counties and existing programs (NMCL will offer tutoring to 23 counties not covered under this grant program through distance educational programming with the assistance of the Pivot Evaluation Survey of existing providers and potential providers and NMCL's Census work to survey and reach out through Virtual Phone Banking and other opportunities.):

  Carlsbad Literacy Program
  Deming Literacy Program
  Hidalgo County Literacy Program
  Lincoln County Adult Literacy, Ruidoso
  Literacy Link – Leamos
  Literacy Volunteers of Santa Fe
  Literacy Volunteers of Socorro

📖 Read "Write" Adult Literacy Program, Moriarty

*Education & Career Center @ UNM – Taos; ReadWest, Rio Rancho; Reading Works, Albuquerque (est. NMCL); Rio Arriba Adult Literacy Program, Espanola (est. NMCL) did not apply for extension grants. New programs and returning programs in Artesia, Las Cruces, Hobbs, and anywhere identified as potentially promising for adult literacy services to adults who read at or below the sixth grade level.

Innovation Challenge Grants would be open to the above providers and other providers in the library, mental health, social service, behavioral health, etc…communities provided that provide literacy instruction and have satisfactorily resolved any material grant concerns with prior contracts, with understandings in writing (NMCL's management philosophy is No Surprises – We want to set you up for success, so year-end close-out for the existing program year will include a clear contract compliance report for each site with opportunity for remedy).

Public Relations and Adult Literacy Advocacy

For well over a decade, the NMCL has negotiated a three-to-one return on its investment program with the New Mexico Broadcaster's Association to air its Public Service Announcements throughout New Mexico in every county on radio and television to recruit and motivate adult literacy students. The Program is the Partners in Education Program, with a measured and booked (see: financials) return in-kind as stations rotate the PSA throughout their dead times and quite often during prime times. The NMCL has negotiated the program for renewal again and has reserved its custom spot with the program, as there are a limited number of programs that can participate and the NMCL's long-standing relationship has given it first rights.

Fundraising with a Statewide Scope to Promote, Advocate, and Inspire

NMCL will provide the support local programs and initiatives do not have the time to execute along with the outreach, leadership, and infrastructure lacking in a local program that is already strapped for resources and even more so during COVID-19 and the need to serve students with growing educational and practical life/work needs. For example, the urban program in Rio Rancho seemed to have outpaced its balance of intake and support according to the ProLiteracy 50/50 Management philosophy (the ratio of students to tutors and program's ability to manage increased demands outpaced its ability to grow too quickly without increasing staff or volunteer personnel). Should it expand into a statewide or regional collaborative outside of a state focused adult literacy landscape, then collaboration would be far more difficult than it has been since the program expected this grant because programs have been set in the context of a win-lose model. What NMCL proposes is a win-win model because it is an all-inclusive framework that promotes fairness, innovation, challenge as incentive, and core operational funding in trusted time-tested hands (two years worth of independent financial audits have been supplied with unqualified opinions, which are attached in the financial section of this application along

with NMCL 2018 990 long form for Transparency).

Rather than recreate the system, NMCL encourages the current system it manages to evaluate itself as it does periodically to improve, progress, and better coordinate its services and providers of instructional services. The NMCL's direct services have been defined as pilot projects; outreach (PR); advocacy (@NMLeg), NM Legislature; tutor pre-service, in-service, and continued training and development; training to new directors and boards; and training by design. NMCL uses ProLiteracy approaches to instruction and has written the New Mexico State Trainer manual for Basic Literacy and English as a Second Language that it will use as it makes plans to improve and tailor its trainings to a new delivery system (remotely for the fall and hybrid as possible).

In an effort to make these improvements, NMCL will build upon past practices, new programs, and the lessons learned from all of the above. It will continue to lead and work collaboratively with community leaders and organizers to ensure that all New Mexicans have access to literacy and that the providers of these services are held to the highest of standards for conduct and the delivery of these services. No other provider can match that level of stewardship over the State's legislative appropriation. The NMCL is open to any feedback the Committee and HED have toward that end. It welcomes feedback on any item contained in this application and would like to converse about the State's needs for the program and how it can best interface with adult education and higher education programs. Local programs have successfully made inroads to universities and would be welcome to present their proposals under Pilot and Innovation Challenge Grants (Challenge grants pose a question and aim to address it with literacy interventions).

#Legends

Number one, NMCL like most grant makers only provides funding for a fraction of program services. As such, it cannot dictate in a prescriptive fashion the personnel and organizational support, nor can NMCL force programs to participate against their will short of making it a contract requirement. That points to the need for a new program design or system. Therefore, NMCL will require the following of sites:

Materials grant budget allowance

Hard deadlines

PPDA

Mandatory participation in PR Campaign

Mandatory sharing of stories (not optional and not at year-end)

Monthly data entry in LACES (enclosed are the Mandatory Factors for Data Entry – Essential Elements)

- Does it include providing instructional materials? If so, please describe.

Yes. See above.

- What financial support, including salaries and wages, would this grant fund—for individuals or organizations?

NMCL Materials Grants pay for costs other grant makers do not, which includes salaries for program administration. Throughout the years, programs have become more instructional in their approach to program management and seemed to have lost a bit of the program management function to their duties. NMCL will assist programs and will partner with ProLiteracy to offer these key trainings through its leadership training programs.

⑦   40 points

Describe professional development support your organization would provide to personnel and organizations providing services under this grant.

- Describe how the instructors/tutors have been or will be trained and what access they have to high quality professional development, including through electronic means.

NMCL Project Plan outlines the specific trainings that the NMCL will offer to the field in project management and leadership. Please see attached for the detailed plan.

NMCL will also:

Train Personnel, including in Finance (canned).

And through ProLiteracy for Directors and NMCL Monthly meetings.

NMCL is setting up its ProLiteracy and Education Network Custom Login and Application for the Mobile Learning Fund. As the programs are established, continuing PD will be pushed and promoted to programs, with a minimum requirement being set when approving program Goals, firm, for FY20-21.

NMCL will maintain its membership in Communities of Practice and will participate in the NMHED conference, ProLiteracy Conference, and COABE conferences as a presenter and participant.

NMCL provides volunteer tutor training to all literacy projects free of charge, whether on an Operating Assistance grant or not.

- If you sub contract/grant, what project management training specific to this initiative would you include?

See Project Plan for detailed training plans.

NMCL has training under development for leadership and program management that it will propose to ProLiteracy for its monthly sharing meetings among tutors and for its executive directors training in the areas of program management and motivation.

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⑧   40 points

Describe how your organization would **oversee the activities** funded by this grant.

- Data collection and maintenance (Note Section 5 below for minimum requirements)
  Describe how your organization collects and maintains data and how you will oversee data management for any sub grantees or subcontractors.

Include training and essential elements (needs to be updated after meeting with HED)

NMCL measures goals in the following attached report form for FY19-20, that cover the student requirements of the Data Elements provided by HED. NMCL measures performance using benchmarks and goals attained. Instructional hours are tracked as are life outcomes pertaining to work, life, and family.

NMCL Reporting Requirements are attached and will be improved prior to subcontracts being renewed.

- Compliance
  How will you monitor activities to ensure compliance with grant requirements and with your organization's requirements?

Additionally, NMCL will conduct monthly directors meetings and check ins with programs to ensure contract standards are met.

NMCL would meet with NMHED in July and August after Project Partner meetings to establish additional criteria, including but not limited to: social skills indicators; goals; and improved outcomes.

- Technical assistance
  Describe how you will monitor program activities to determine professional development needs and technical assistance needs.

This year, NMCL will conduct a survey and needs assessment among its providers to determine what relevant training needs there are beyond its survey of them in the spring during COVID-19. That list will be continued and marked as to tasks delegated to directors and NMCL for asynchronous and synchronous training while the nation addresses its health crisis needs. Housing, food, childcare, and education, will all be priorities.

Historically, NMCL would issue a call for training requests but is using this COVID-19 opportunity to rethink and reinvent its training program. The elements that remain are contained in the Project Plan.

⑨   40 points

Discuss, with specificity program administration and program processes such as scheduling, collaboration with wraparound service providers (See referrals and social service referrals), and other efforts to support student persistence and progress.

The Future of Adult Education: An Editorial

"Estimates from UNESCO estimate that 90% of the world's students are currently out of school." (Adult Education Quarterly, 2020). COVID-19 is said to affect policy, practice, and research for years to come and so too, should it be considered when awarding future funding while the crisis has yet to be resolved and people not recovered in employment or educational needs. For many in New Mexico, the rural nature of the state and its inability to equip its communities with "fiber" poses a real barrier to access. NMCL has received a grant for discounted satellite Internet, cell phones, tablets, and laptops through a program called Bridging the Gap through PCs for People. As you review the demographics and statics on unemployment, you will understand why it is imperative to provide access to people in poverty. For that reason, scheduling has always been flexible with open enrollment.

According to Adult Education Quarterly, adults with lower levels of education are least likely to participate in adult education if they are faced with obstacles.

If you look at the geography and the statistics on unemployment, which is almost doubled due to COVID-19 when looking at the national rate of 14.7% for May of 202, the jobless rate parallels that of the 1930s (U.S. Department of Labor, 2020 & Guardian, 2020)." New Mexico is in an even worse situation.

New Mexico

State in United States
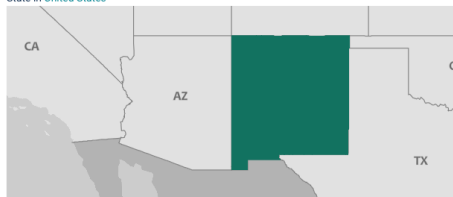
New Mexico has a total area of 121,269.4 square miles, including 291.7 square miles of water, making it the 5th-largest state by area. New Mexico is bordered by Colorado, Arizona, Oklahoma, Texas, and Utah.

POPULATION	MEDIAN HOUSEHOLD INCOME	POVERTY RATE	EMPLOYMENT RATE
2,095,428	$47,169	19.5%	52.3%
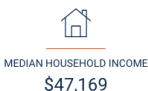
People and Population

Lt. Governor Howie Morales & Mary Beth Folia, Literacy Link – Leamos, Silver City
New Mexico State Capitol, CC BY-NC-ND 4.0, NMCL 2019

Program Process: Scheduling, Collaboration, Referral

📖 Design Intake Using Best Practices and CASAS but not putting weight on the pre- and post-testing but on the process for remote and resumed testing schedules (July);

📖 Offer flexible scheduling in one-to-one manner and small group settings as appropriate (mostly remotely, as nonprofits are not providing physical contact as a general rule in the absence of authorization).

📖 Conduct Needs Assessment and determine where to expand existing providers that are funded under the NMCL's Operating Assistance Grant Program; recruit new students; support existing students; and spark/re-engage learners who have

stopped out of literacy services and provide resources for such (technology and training);

  📖 Ensure that students served by the NMCL itself through its pilot distance tutoring program for literacy and language are at least 18-years of age or older and from the State of New Mexico for residence while receiving services or visiting New Mexico. Services will be provided to adults over the age of 18 through the NMCL until such a time that its own board of directors can assess and determine liability around serving persons under the age of 18.

  📖 Each NMCL Operating Assistance Grant program is its own nonprofit corporation. As such, the ages of their student populations are determined by their Governing Board of Directors; the ability to serve ages 16 and older is a new allowance under this legislative appropriation.

  📖 Assess all learners statewide using CASAS or TABE as possible during COVID-19 and the transition to Internet and technology upgrades. Enroll students with NMCL or local subcontracted Operating Assistance Grant programs (those who perform at or below the sixth grade level (Educational Functioning Level) in English reading, writing, speaking, and understanding. Offer one-to-one tutoring sessions or small classes as possible when physical contact resumes for COVID-19 response and with a local adult literacy program or the NMCL for their distance learning educational programming. Prepare students for work, life, and beyond (intergenerational transfer and skills for the 22nd Century).

  📖 The NMCL will refer adults who perform the maximum threshold for acceptance into the program to the next best provider, such as the local adult education program.   If an adult education program is not in the community of the potential learner, then the person will be served by the NMCL through its pilot distance-learning program if possible. Students will be logged into LACES for follow-up and progress tracking.

  📖 Assess students using the CASAS or TABE, as appropriate. Depending upon the intake form, orientation, and student learning needs assessed at Goal Setting (speaking, listening, reading, or writing outcomes), the student will be given the CASAS or TABE – English language students and low-literate adults will use CASAS online. Students who are functionally illiterate and those who are seeking high school equivalency will be offered the TABE online, through the use of HED's access to online testing.

  📖 Students will be allowed to access literacy through a modality that is appropriate to them, whether distance education through the use of mobile technology, or through the use of texts and training from professional tutors who will offer their services in a post-COVID-19 manner (safely and in the context of recovery and the skills needed to obtain employment, assist their children in school, maintain a healthy life free from disease or the spread of it, and participate in civic life through improved literacy.

Tutoring sessions will take place once a week for two hours on a day, time, and public location agreed upon by the student and tutor. Sessions may be located at a facility near a bus line or within walking distance if convenient. Tutors and Students are not allowed to transport one another and COVID-19 adds another layer of difficulty for connecting.

After an initial first meeting, or several completed sessions, a student or a tutor is free to request another literacy partner. Another match will be provided as quickly as availability permits. If schedules change, a student or tutor is free to request another day or time at their convenience and NMCL and its programs will work to identify a match.

If the current literacy partner cannot meet the new scheduled time or location, they will be rematched or referred. Student and Tutor Pairs will be monitored by the NMCL's Training Coordinator for NMCL and by the local program coordinator by follow-up phone calls or personal interviews for the duration of instruction.

NMCL is open to new methods of tutoring. Local programs are intermittently using technology while they are unable to make physical contact with students. NMCL will train tutors to use distance methods primarily and then phase back into a hybrid model, based on student needs.

NMCL will emphasize the use of cell phones in instruction to assist students in the attainment of practical skills for literacy. As the student advances into higher levels of learning, their needs will be addressed at that time.

Services begin with recruitment (NMCL operates a toll free line for that purpose); it then provides professional development for staff and tutors. Tutors are recruited from diverse populations to mirror their adult literacy student populations. Mandatory Orientations are required of students and tutors.

In-services for tutors must be provided quarterly and NMCL will consult with each site for its training and project plan when revisiting goals for the new program year. NMCL has devised the Mentor Tutor and Facilitator Program and will revisit those offerings anew when it forms its Digital Navigators pilot within its own distance instructional program.

 Student Engagement is addressed in the enclosed Project Plan.

⑩   40 points

Cite any significant, relevant research or theoretical structure that underlies your proposed project, including (but not limited to): Project design, Operations, and choice of instructional methods and activities.

In list form, the NMCL uses the following as its Guideposts (short Resource list below):

- 📖 21st Literacy, 22nd Literacy
- 📖 Efficacy
- 📖 Fun
- 📖 Music and Art
- 📖 Whole Person Engagement
- 📖 Basic Literacy Instruction in Phonics and Whole Language
- 📖 Support Services (aka, "Wrap Around") – counseling, social work, resource development, childcare, transportation.

"If students aren't taught the language of sound and images, shouldn't they be considered as illiterate as if they left college without being able to read and write?"
George Lucas

Original from: http://www.flickr.com/photos/racum/2607390077/
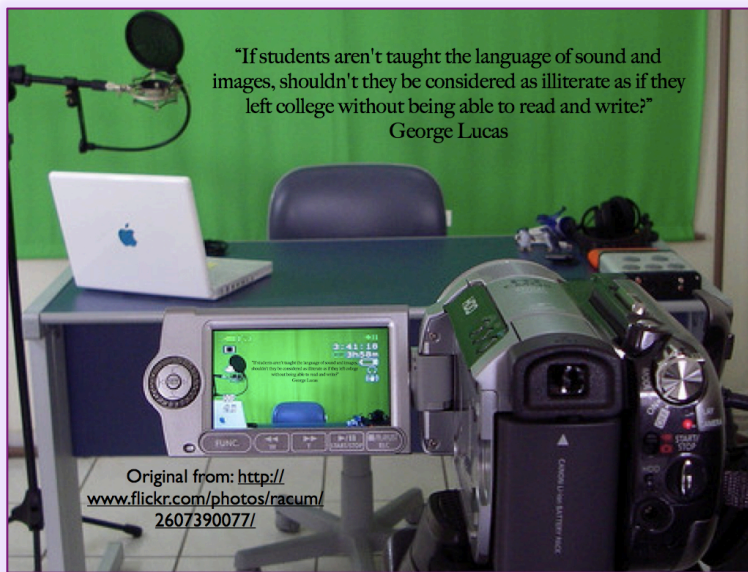
The Critical Approach

Those who embrace the critical approach consider education a political act, one that should function in emancipatory ways (Pinar, 1978). The pioneer of this approach was Paolo Freire (1985), a Brazilian adult literacy educator who worked with laborers, peasants, and fishermen and was greatly influenced by his experiences with these economically marginalized social classes. He believed that "illiteracy is one of the concrete expressions of an unjust society."

Basics

Power and authority are key factors that affect the development and discourse around literacy. Freire's theories and curricula promote critical thinking, dialogue, and decision-making activities that support democratic ideals and move toward socially critical consciousness.

Other Factors

Landscape

"'Huge Disparity' in COVID-19 death rates for Native Americans in NM." ABQ Journal May

31, 2020.

Because the researchers found that households with English speakers were less affected by COVID-19, they highlight the importance of providing the same information in indigenous languages that was provided about the virus in English.

The research paper, "American Indian Reservations and COVID-19: Correlates of Early Infection Rates in the Pandemic," compared rates of the illness in 287 American Indian communities with characteristics of those reservations.

Methods

Photo courtesy of RuPaul's Drag Race, ©2020

NMCL will offer pre-recorded trainings in media literacy, social justice and context for literacy, inspiration/motivation, engagement, retention, reward, and to control for the effects of bias in practice (Rosenthal & Jacobson, 1992).

The importance of reading for meaning and comprehension in today's 22nd Century world to be ready for whatever is to come cannot be understated, for it cannot be known. These foundational skills will last centuries and have for a reason. In order to innovate and create, we need literacy for proficiency and we must link the history of literacy to practice and literacy as a human right.

Conclusion

Instead of re-creating the structure at the worst possible time for all parties and decision-makers involved, instead, improve upon the current structure. It is clear that the State needs a literacy leader who is solely focused on adult literacy demands as the spring well from which other content areas stem for higher and continued learning. NMCL is here to remain that trusted and credible resource at a time when the community is looking to leaders to follow due to uncertain times and the lack of a "new normal." NMCL will help people find the strength within themselves through useful tools like literacy and communication skills, along with critical thinking, to affect the change they want to see

and be in the world.

If you wish to ask long-term questions for sustained results, a cultural shift, and the intergenerational transfer of literacy from adults and caregivers to their children, then continue to support the work of the NMCL with this long-standing legislative appropriation for the statewide adult literacy program created with it in mind. Going directly to local literacy providers has limits and the 33 counties in New Mexico that so desperately need literacy and language skills are the ones to suffer; the decisions made by leadership and stewards under this grant program made by local providers will always be community-centric in a statewide effort with wide and vast needs that differ across the state. Thank you for the consideration.
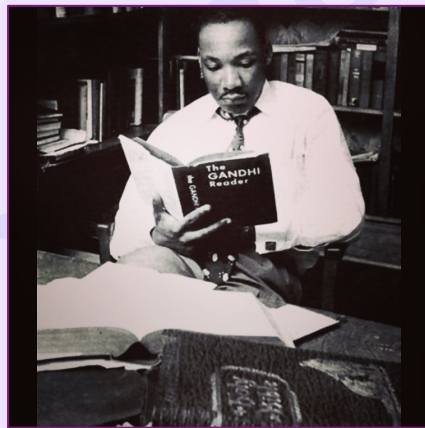
Martin Luther King Jr. reads "The Gandhi Reader"
Moneta Sleep, Jr., Johnson Publishing Company, ©1959

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." – Dr. Martin Luther King

Stigma, according to the OED, is:

➔ A *mark* of *disgrace* associated with a *particular circumstance, quality*, or *person*.

➔ **Origin**
➔ Late 16th century (denoting a mark made by pricking or **branding**): via Latin from Greek, stigma 'a mark made by a pointed instrument, a dot'; related to stick.

➔ **"Her"story**
➔ A "**stigma**" was a **mark** or **brand** that was especially used to **mark a slave, so a stigma marked a person as "inferior."**

➔ **Did you know?**
➔ It was illegal to teach slaves to read.

We work to eradicate the stigma associated with low literacy and illiteracy.

We give ALL people their full ticket to freedom through reading and writing.

@NMAdultLiteracy

KNOWLEDGE IS POWER

#OddTribe

#FindYourTribe
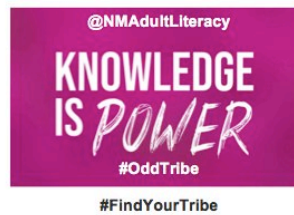
Resources (in order of program design and not in APA – sorry!)

New Mexico Adult Literacy Provider Study State Library Administrative Agency Department of Cultural Affairs, June 30, 2015. Commissioned by: New Mexico State Library a division of the Department of Cultural Affairs for the Institute of Museum and Library Services - Adult Literacy Legislative Appropriation

https://www.theguardian.com/business/2020/may/21/us-unemployment-figures-jobs-lost-coronavirus

journals.sagepub.com COVID-19 and the Future of Adult Education: An Editorial

An Open Letter to Funders Regarding Coronavirus Response
https://washingtonnonprofits.org/open-letter-to-funders/

Heunermund, H. Self-Fulfilling Prophecy: Its Nature and Effects.

Bellamy, H.

Kruidenier, J. (2002). Research-based principles of adult basic education reading instruction. Washington, DC: National Institute for Literacy.

Milgram, S. (1975). *Obedience to authority: An experimental view.* New York: Harper: Colophon Books.

Reder, S. (2009a). The development of literacy and numeracy in adult life. In S. Redder & J.

Bynner, (Eds.), Tracking adult literacy and numeracy: Findings from longitudinal research (pp. 59-84). New York and London: Routledge.

Flesch, Rudolf, Why Johnny Can't Read and What You Can Do About It.

Tracking Adult Literacy and Numeracy Skills: Findings from Longitudinal Research, Ed. Stephen Reder and John Bynner, 2009.

Sticht, T. (Ed.). (1975). Reading for working: A functional literacy anthology. Alexandria, VA: Human Resources Research Organization.

Zimbardo, P. (2007). *The Lucifer effect: Understanding how good people turn evil.* New York: https://www.gse.harvard.edu/news/uk/18/09/all-about-motivation?utm_source=twitter

https://amp.theguardian.com/technology/2019/nov/22/sacha-baron-cohen-facebook-propaganda?__twitter_impression=true

ProLiteracy What works in student recruitment (2020)

https://science.sciencemag.org/content/359/6380/1146

https://www.haaretz.com/world-news/.premium.MAGAZINE-just-think-what-goebbels-could-have-done-with-facebook-1.7308812

https://www.proliteracy.org/briefs?utm_campaign=Programs%20-%20Research%20Briefs&utm_content=129725507&utm_medium=social&utm_source=twitter&hss_channel=tw-95990820

Additional Resources on ESOL and Curriculum by Heide Wrigley

Wrigley, H. (1993). "One size does not fit all: Educational perspectives and program practices in the U.S." *TESOL Quarterly, Vol. 27, No. 3,* Autumn, 49-465.

3. NEW MEXICO CERTIFICATIONS AND ASSURANCES

Applicant/Agency:	**New Mexico Coalition for Literacy**
Address:	1219 Luisa St., Unit 2
	Santa Fe, NM 87505

FOR THE FISCAL YEAR BEGINNING JULY 1, 2020 AND ENDING JUNE 30, 2021

It is agreed that adult literacy services will be provided subject to New Mexico state laws and regulations and to the grant agreement comprising the contents of this application, the award letter from the Secretary of the New Mexico Higher Education Department and the following terms:

1. **Student Eligibility**
   Funding under this grant is to be expended only for individuals-
   a. who are 16 years of age and older;
   b. who are not enrolled or required to be enrolled in secondary school under New Mexico State Law; and
   c. who demonstrate a literacy level at or below 6th grade.

2. **Reporting Requirements**

   a. Grant recipients are required to maintain the following unduplicated student level data, at a minimum:

Item	Data Element	Comments
1	Number enrolled	Those enrolled in classes and administered pretest during program year and who have had at least one hour of instruction under this program
2	Number of hours of instruction	From attendance records certified by instructor Includes tutoring time and time on task if using a technology platform Disaggregated by student
3	Number attaining at least one Educational Functioning Level (EFL) gain	Measured by posttest using pretest assessment and following publisher guidelines, disaggregated by student Generally, assessments measure 2 grade levels per EFL
4	Percent attaining at least one EFL	Item 3 divided by Item 1
5	Total number of instructional hours	Hours of instruction, including tutoring time and time on task using a technology platform
6	Average number of instructional hours per student	Item 5 divided by Item 1

b. Annual Reports will be submitted to the New Mexico Higher Education Department, Director of Adult Basic Education Division.
c. Annual Reports (statistical and narrative) are due August 1, 2021. NMHED will provide a template before June 1, 2021.
d. Monthly Expenditure Reports/Requests for Reimbursement are due by the 10th working day following the close of business each month. Reports will be submitted to the New Mexico Higher Education Department, Adult Education Division Financial Officer.
e. Program data must be kept current to the month at a minimum.
f. Monthly attendance reports must be kept at local programs for audit purposes.
g. Monthly time sheets and pay records (including Time and Effort Reports) will be maintained on each employee at the local level.

3. **Student Fees**
    a. No tuition is to be charged for activities funded under this grant.
    b. All instructional materials are to be provided at no cost to the student.

The person or persons whose signature(s) appear(s) below is/are authorized to sign this application, and to commit the applicant to all of its provisions.

June 5, 2020
_____   _____
Date   Signature of Chief Executive Officer and Title

New Mexico Coalition for Literacy
_____
Name of Organization, Applicant or Recipient

1219 Luisa St., Unit 2
_____
Street Address

Santa Fe   **NM**   **87505**
_____   _____   _____
City   State   Zip Code

4. BUDGET FORMS

PROPOSED BUDGET

THIS IS NOT AN APPROVED BUDGET

NOTE: This budget sheet is required to identify expenditures for your proposed project. If the project is approved, you will be required to submit a final budget request. Project expenditures will not be approved until the final budget is processed.

PROJECT TITLE: *OPEN DOOR TO OPPORTUNITY & BEYOND: @NMADULTLITERACY FOR TODAY & TOMORROW*

APPLICANT: **New Mexico Coalition for Literacy**

GRANT YEAR: **2020-2021**

110	Professional Salaries	**$154,500** ($9,000) Census Contract, partial salary covered for project management + Census Phase II and other grants by a percentage as the year progresses - to be allocated to Training and Labs, which are under Supplies
120	Graduate Assistants/Aides	$(4,000) ARIEL Scholarship
130	Technician	$(5,000) In-Kind
140	Secretarial/Clerical	$0.00
150	Other Salaries	$0.00
200	Employee Benefits	$46,700
300	Purchased Services	$457,045 (McCune & SF Community Foundation also received)
400	Supplies and Materials	$24,000 (plus TBD grant – PCs for People)
500	Travel In-State $ _____ Out-of-State $ _____	$0.00
700	Equipment	$0.00
800	Indirect Costs (Not to exceed 5% of total award amount)	$26,550
	TOTAL	**$708,795**

DETAILED BUDGET INFORMATION

Please complete the budget information requested below for each line item in the budget. This section will provide additional information about how the requested funds will be used. If more space is needed, please expand the tables as necessary.

.110 SALARIES:

This includes anticipated expenditures for **salaries or personnel** providing *direct instructional services* to students. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include an itemized breakdown of all funds to be paid to the person; i.e., monthly/hourly salary rate, percentage of time devoted to the project activity, job title, etc.

NMHED Funds Requested for Salaries: **$154,500**

Explanation:

Mention COVID-19 and the nation's unrest and to not punish the haves vs the have nots and cost efficiency, which you can only get with an economy of scale and certain numbers – we will not play the numbers game. Also mention how having staff in-house is effective and efficient.

.110   Professional Salaries

Executive Director/Head Learner $63,500.00: 19 years of experience managing, planning and leading NMCL programs, with 3 relevant higher ed. degrees in field (liberal arts, psychology, education/counseling), training, multiple supervisory, instructional, and administrative professional functions, outreach, program improvement, instructional design, research, public relations, program design (such as Census targeting, story times, fundraisers, grant programs, and program expansion projects), data analysis, research, and community messaging/de-stigmatizing/organization, including engaging NMCL students and tutors with new and established communities of practice in New Mexico and nationwide. Program Director training as needed and on a case-by-case basis. On-staff

Consultant in nonprofit and adult literacy field; non-licensed counselor for resources and clinical judgment on-site for program administration.

Training Coordinator/Teacher Assistant $41,000.00: $9,000 additional funding for salary from Census for an annual salary of $50,000 for technical administration of NMCL Grant and expansion programs (4-5 public and private sector opportunities for FY20-21 are in progress); to serve as a Teacher Assistant, Program Manager and Coordinator for Distance Education instructional program that will serve adult literacy and language students from 25+ counties that are not currently funded by existing Operating Assistance Grant programs on extensions. On-staff Social Worker-In-Training for student crisis response needs to COVID-19 and beyond, to be determined by community needs and student long and short-term needs for life, work, and education (with an emphasis on instructional needs for engagement and persistence). For the NMCL's direct instructional program, she will: perform client intake & assessment, client instructional software matching and referral; attend and conduct orientation sessions; schedule and administer post-tests; and complete monthly data entry.

Finance Manager $50,000.00: 10 years, 44+ years and certifications, to train new and current local literacy project managers and new individuals in charge of new literacy initiatives in the proper bookkeeping and accounting practices of the nonprofit sector; will provide additional training for the Adult Literacy Program Providers Grant in expenditures as needed. Will review and assist in the development of the content for the NMCL's future pilot financial literacy program and oversee the correct disbursement of local program expenditures to ensure that the State does not violate the anti-donation clause of the New Mexico constitution.

.120　　Graduate Assistant/Aides Salaries

ARIEL (In-Kind, $4,000)

Evaluation of cost of service relative to need and cost efficiency

.130　　Technician Salaries

Donated Network Set-Up and Maintenance (In-Kind, $10,000)

.140　　Secretarial/Clerical Salaries

N/A

.150　　Other Salaries

N/A

.200 EMPLOYEE BENEFITS:

An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary and received by all employees. They will generally include such items as insurance (life and health), retirement, and social security.

NMHED Funds Requested for Employee Benefits: **$46,700**

Explanation:

Payroll Taxes   **$33,000.00**

Health Insurance   **$12,200.00**

Retirement (401K) **$1,500.00**

Consistent staff as employees ensures institutional memory and program continuity vital to ensuring that program services are delivered uninterrupted to communities in dire need of educational opportunities. Contract wages would be detrimental to the NMCL's policy to invest in its human resources as essential assets to delivering high programming in line with ethical business standards. This, in turn, ensures that students are delivered high quality professional programming free from interruption aside from life and world events.

.300 PURCHASED SERVICES:

These include anticipated expenditures for services rendered through special arrangements with a company, person or other educational agency or institution. These are considered sub-contracted services and are reserved to offset costs incurred by employment of consultant-type personnel or services not available within the capabilities of the participating agency. Personnel records are not usually maintained for individuals performing contractual services, nor are these persons usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diems at prevailing state rates. Consultant travel should be itemized under this category and *not* under travel. Any equipment rented for use during the term of the contract is considered a contractual service.

NMHED Funds Requested for Purchased Services: **$457,045**

Explanation:

Audit/Taxes, Janitorial, etc. $20,495.00

Grants to Local Programs   **$300,000.00 (**Using the State's SHARE New Mexico system as planned; includes Operating, Special Project, Innovation, and Materials Grant funding.)

LACES   **$43,800.00*** **Negotiable** - Optional if NMCL keeps its version of LACES for research and program improvement, including, but not limited to counting students who have 1 or more hours of instruction but less than 12 hours of instruction. This estimate includes 8 local program licenses for the Operating Assistance Grant Programs on Extensions and 7 local program licenses for New Literacy Project & Innovation Grants. This line item is negotiable. NMCL would allocate additional funds saved from migrating to the HED's deployment of LACES to Labs under line item .400 Supplies and Materials if it transitions to the HED's deployment of LACES. See Pivot Evaluation estimates below.

Pivot Evaluation   **$14,850.00 (If keeping the NMCL's deployment of LACES, estimate amount)**--**$19,105.53 (max, if moving to HED LACES, not included in est.)* Negotiable**. The decision points for low versus high bids: There are a host of unknowns here. E.g. Will the HED's LACES decision makers allow for an additional distinction of volunteer vs. paid tutors? How will goals be managed? How will reporting differ? What business rules will hinder data entry? Additionally, the Methods data collection may require a secondary database. The advantage is a cost savings of $4,500 to maintain the NMCL's system aside from the additional cost of maintaining the NMCL's deployment of LACES during the transition to the HED's deployment at a rate yet to be agreed upon by NMCL and LACES, should that option be selected. The NMCL's version of LACES was set up to describe the periodic nature of student and tutor participation in adult literacy programming. FY 21-22 has been planned for that analysis and the data would be potentially lost with a switch to the State system at this time. Additionally, the programs on Extensions would have to be trained in the State's program data entry and reporting requirements and the National Reporting System at a time when COVID-19 and the national unrest has them busy addressing student and tutor immediate needs. The NMCL's version of LACES is customizable and can adapt to changing educational goals and Methods data collection as a result of these factors.

Public Awareness   **$25,000.00** (3 to 1 return on investment statewide with coverage on every radio and television outlet in New Mexico, including Las Cruces/El Paso and Carlsbad/Artesia over a piecemeal approach. This offsets the burden, time, and cost to produce individual PSAs at the local level. NMCL networks through the NMBA, as well, for outreach and informational sharing purposes. New video development in progress and will involve the faces and places of New Mexico).

Resource Center   **$5,000.00** (Includes storage, moving, and digitizing collection and offering access to Digital Resources)

Training & Technical Assistance   **$47,900.00** (Includes optional CASAS online assessments for NMCL pilot and all funded local programs at a rate of $2.80 per Unit for the pre- and post-tests of 1,000 administrations for a total of $2,800. The NMCL will also avail itself of the HED's online TABE test administrations for a cost savings of an unknown value to be determined by HED. Each region will receive T&TA at a level appropriate to their program and its pilot project). Training also includes the following services in the above amount (not an all-inclusive list.).

       - Constant Contact **($1,050** est. annual for the mass contact of tutors, students, boards, and community for outreach, communications, and group correspondence).

       - ETapestry **($2,025.00** annual subscription to manage confidential information on community outreach contacts, including stakeholder and volunteers outside of LACES instructional volunteer tutor tracking and its donor management features)

       - NextCloud **($5,245** annual estimate, with educational discount in process for a cost savings statewide due to volume discount and nonprofit cost savings)

       - SHARE **($5,000** est. subscription for Grant processes, final amount TBD)

       - Survey Monkey **($340** annual subscription for periodic surveys of community, tutors, students, and local program personnel)

       - Zoom for Education ($19.99 per month + tax, or **$240.00** net) HIPPA compliant and 256-bit encrypted. NextCloud to be used and transitioned to throughout the program year and tested for all Student, Program, Board, and Community Hub (content collaboration); Student/Tutor Chat/Text; File Share; and Video Communication Services that are secured and compliant outside of Zoom, which has greater capability for break-out rooms, virtual conferences, recorded story times, and mass communications and instructional videos in synchronous and asynchronous delivery modalities. Self-hosted platforms are more secure and less expensive than alternative IT solutions that the NMCL has piloted and NMCL is moving to Cloud in addition to keeping its local data, emails, website, and backups.

      Subtotal = $13,900

      - Remainder Training by Design and Web-based/Cellular Software/Apps for NMCL's students and local program students; Planning Session for Adult Literacy Programs and future Project Partners (libraries, mental health, behavioral health, and social service); and funding disseminated directly to Regional Pilots in: Family, Health, Technology, and Workplace Literacy Projects ($14,000 for Training by Design for Tutors

and Directors in said areas & Student Leadership w/A Voice 4 the Unheard & Jimmy Santiago Baca [seed funding for web and hybrid student engagement, writing, and life skills training to then be matched with grant funding] + $20,000 for Regional Pilots/4 Regions Each (to receive $5,000) = $34,000, for a total of $47,900).

.400 SUPPLIES AND MATERIALS:

These expenditures refer to consumable items where the item cost is less than $1,000.
   a. Includes anticipated expenditures for supplies required to conduct the activity. This should only include supplies necessary for the conduct of the activity over and above regular office operational costs. Be specific in itemizing these costs.

PCs for People (grant awarded) Bridging the Gap Program (BtG). [Costs to be determined by local community needs and orders placed accordingly through our discount portal within the following budget amounts below, with a pilot group starting in SouthWestern New Mexico and radiating to the other Three Regions as funding and resources allow.

Pivot Evaluation will assist in surveying the local community and involving new stakeholders in assessing community needs and establishing the labs statewide, along with training tutors, directors, and students in the use of the instructional items. The NMCL will then provide the content for basic pre-service training, in-services, and professional development.

The grant is part of PCs for People's push to provide resources to people in poverty and the in-kind worth of this contribution through discounted technology will be tracked in the NMCL's accounting system and reported on its 990 for follow-up reporting and analysis.

NMCL is in the process of piloting instructional software through ProLiteracy's New Reader's Press Mobile Learning Fund. NMCL will determine with each provider what the best software and hardware is to use for its lab (Internet and cell phones for instruction; tablets for instruction and assessment; laptops for labs and check out) and to offer its students – each item will be under the threshold of $1,000. NMCL will also assess the technology in this category that it will need to serve its students from 25 counties and the 8 counties on extensions. New programs and innovation grants will be assessed and brought into program expansion plans in Year 2.

This line item is negotiable. In light of COVID-19 and the extraordinary circumstances in the nation, NMCL believes that it needs time to plan and coordinate with partners in order to expend the funds most judiciously.

   b. Includes anticipated expenditures for supplies used in the classroom for direct instruction only.
   c. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials.

Quantity	Item Requested	Use	Unit Cost	Total Cost

8	Labs	Operating Assistance Grant Programs	$3,000 (per site at a cost of less than $1,000 per item, with each item averaging $100-250 per cell phone or tablet and $500 per laptop – generously estimated; actual cost TBD after survey of needs with programs)	$24,000.00
9	Instructional Software (NMCL will apply for ProLiteracy's Mobile Learning Fund after trying and determining best use of the following, which NMCL is in trial mode: Leamos; Learning Upgrade; and Voxy (-$1,075)			In-Kind (application completed but not submitted until trials well underway – just began)

Expand table if needed.

Total NMHED Funds Requested for Supplies and Materials: **$24,000**

.500 TRAVEL:

Under these line items, itemize all anticipated **project staff travel, including travel costs associated with your professional development plan**. Travel shall be computed according to prevailing state rates or the applicant's agency rate, whichever is lower; including mileage, per diem, lodging, and estimated tolls and parking. Consultant travel **is not** included under this category, but shall be itemized under **PURCHASED SERVICES**.

Evaluation of cost of service relative to need and cost efficiency

NMHED Funds Requested for Travel: **$0.00**

Explanation:

> **COVID-19**
>
> **National (ProLiteracy) Conference: TBD**
>
> **HED Conference: TBD**
>
> **NMCL will partake of Remote Offerings for cost-effective PD and ongoing networking and information sharing (ProLiteracy/COABE, etc…) and will apply for Grants as COVID-19 recovery allows for planning in-person events. It does not appear as though travel would be in calendar year 2020. NMCL would like to revisit this line item as conference and professional development opportunities arise, and as travel to program sites and partner programs allows.**

.700 EQUIPMENT:

All non-consumable items should be itemized to the extent that the State Director of Adult Education is aware of the types required and their respective use to accomplish the objectives of the project. Equipment costs may include postage and/or transportation fees, but may not include any *handling fees* or surcharges made by the grantee. Equipment is defined as an article of **tangible personal property having a useful life of more than one year and a cost of $1,000.00 or more. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials.** *Equipment purchased with NMHED funds can only be used for instructional and assessment services provided to students aged 16 and over who enter the program having been assessed at or below 6th grade reading level.*

NMHED Funds Requested for Equipment: **$0.00**

Explanation:

In-Kind (NMCL in receipt of $5,000 grant from Santa Fe Community Foundation for Operating Expenses and a writing workshop for Student Engagement with Jimmy Santiago Baca, including Equipment for such; other resources to be developed via Grants and Fundraisers throughout the program year to improve infrastructure through private resources.)

.800 INDIRECT COSTS:

NMHED Funds Requested for Indirect Costs: **$26,550**

<u>Explanation:</u>

Insurance (professional liability)	**$4,000.00**
Website/Maintenance	**$4,000.00**
License, Fees & Dues	**$300.00**
Postage	**$750.00**
Rent	**$10,800.00**
Telephone/Internet	**$5,000.00**
Utilities	**$1,700.00**

4. PROGRAM PERFORMANCE DATA

Include demographic and/or performance data from at least the past two years in order to demonstrate your experience providing services such as those required under this grant.

Attached are two year's worth of reports for the statewide adult literacy program and the Program Provider study that has informed NMCL's work to this day. NMCL hopes that it can continue its work to reap the fruits from its data for continued program improvements. To cut it short now during COVID-19 and the well-founded unrest in our nation would be a great tragedy. A simple shift in providers would not affect a healthy or long-standing change for the betterment of the field.

Thanks for the memories...

NMCL Year-End Reports (enclosed)

- **FY18-19**
- **FY19-20**
- **Providers Study, 15-16 (Thus explaining past and current progress on recommendations and current plans for program evaluation now that LACES is in acceptable form and produces reliable results).**

Longitudinal Outcomes & Community Impact in the Words of a Local Program Director

The human impact of local literacy initiatives cannot be understated. In rural communities, it is the relationship that matters to students and the fact that programs care about their well being long after they graduate from literacy services and advance to live their dreams.

This is Patricia. When she moved to Deming, she was very happy because she had just gotten married. She has one daughter who at the time was a freshman at Deming High School. Both of them came to Deming with limited English. Her husband registered them at the Deming Literacy Program. I began to tutor Patricia and some of the time her daughter would come too just to better her English skills. Patricia began to have marital problems, which she confided in me. After many tears I told Patricia that she need to get her life in order. She began to practice her English more and took citizenship classes and passed her exam. About after a year I gave her a GED® book and she looked at me like I was crazy but I told her she need to better herself. Her daughter graduated top of her class and went to NMSU to pursue a career in engineering. Patricia and her daughter moved to Las Cruces where Patricia continued her studies. About a year later when I paid them a visit, and Patricia gave me back the GED® book and said I passed my Test. I was so proud of what she had accomplished. Her daughter graduated from NMSU and began to work at NASA she was sent to Germany to work in the space program. Patricia now is employed with the City of Las Cruces, NM in

the Human Resource department. She always tells me that she would not have been able to succeed if I had not pushed her to better herself.

Maria Isabel came to our program with limited English but she would work very hard and would never miss any of her sessions. She had three children and that in itself was a struggle for her. Maria Isabel began to work as a caregiver but always would continue to come to class. She had her own issues at home but never gave up. She knew that she need to continue her learning. Once she was comfortable with English, she attended the Citizenship classes and in no time filed her application and passed her test. I saw her not too long ago and she said that she attributes all her learning to the Deming Literacy Program and tutors.

Juan Carlos attended the Deming Literacy Program because he was wanting to better his English in writing, reading, and conversation skills while he was working at the City of Deming but was wanting a little more like working with Border Patrol but was needing his high school diploma, which he didn't have. Juan Carlos began to study for his GED® because he really wanted to be a Border Patrol Agent. He went on to take his test but failed the math portion. Bruce, a great math tutor, would work with him in the evening due to his work schedule. The both of them would work very hard so after about a month he signed up to take his test one more time but he felt very confident. And yes he passed his GED®. Juan Carlos continues to work for the City of Deming in the gas department and he has a second job with Baca's Funeral Chapels. Every time I see him he tells me that without our program he would not have been able to pass his test and learn to speak, write, and talk in English.

Teresa came to our program with no English at all. Teresa worked very hard and little by little began to show level gains. Teresa became pregnant but continued to attend all her sessions. When she had her baby of course she didn't come but once she was able she came back - baby and all. She would bring Zerafin in a baby carrier and there were times that we would take care of the baby while she would do her studies. Teresa continued to attend sessions at the Deming Literacy Program with Zerafin. Zerafin began to walk when with us at the center. Teresa would always have the most hours of instruction and show many level gains. Teresa now works for Deming Public Schools. When I see her, she always says that she would not have been able to be where she is now if it wouldn't have been for our program.

5. FINANCIAL STATEMENTS/INDEPENDENT AUDITS

Enclosed (3)

- **Independent Audit FY19 & 18**
- **Independent Audit FY18 & 19**
- **2018 990 Tax Return**

Conclusion

Each organization should perform the task that suits it best, and that is what the NMCL aims to do. You can likely tell just by reading the applications submitted under this RDA that NMCL is focusing on the metacognitive aspect of literacy, the practical delivery of resources, the coordinating and the organizing of disparate literacy organizations, efforts, and initiatives into a comprehensive whole so local providers can focus on the micro level of service delivery. Together the system feeds seamlessly into existing state structures with a three to one return on the State's investment due to the additional resources NMCL and its programs leverage through private and public matching funds. Current funders would simply cease to support literacy if they had to do it piecemeal.

In fact, this is part of the reason the NMCL was founded – it is virtually impossible for those at the State level to interface with each, individual provider in a local community or a regional collective. The preference is to work together for collective impact. New Mexico needs an agency that is tuned into the narrative, dialogue, zeitgeist, and the collective consciousness of our nation and State. W.E.B. DuBois' concept of double consciousness comes into play here; the metacognitive aspect of our field cannot be understated, which in itself has many layers of consciousness and metacognition to it.

Rather than change providers during a time when there could be the effect of Outbreak Culture and seriously damaging long-term effects and unintended consequences, instead change the range of providers and the services offered to students in all remaining counties. Initiate pilot programs, as has been in the NMCL's history. The purpose of this grant is to compare apples to apples. Throughout the course of time, NMCL has streamlined its grant-making and reporting processes so that programs may spend little time on reporting and more time on student services. Instead, it seems that the support staff at local programs has increased their workload and the directors and interim directors at the top are vying for the NMCL's position over supporting their own programs in an effort to build their independent empires.

Like HED, NMCL is asking itself what it can do to provide more access to adult literacy services and increase access to adult education, continuing education, life long learning, and the intergenerational transfer of literacy. By reinventing the program under the same umbrella, the HED has the best chance at success in achieving this goal. By bringing new, former, and current providers to the table and by offering a timeline for project plans and players, the NMCL believes that it has begun the process of offering improved services to the State and would want to work collaboratively with the HED to further accomplish this shared mission. NMCL has been working to thoughtfully address growth in a controlled fashion to offer quality services over quantity. Other providers that were founded to be instructional literacy programs and not state organizations without the metacognitive framework or infrastructure in place are opting for quantity over quality. They are not performing the work best suited to their charitable missions. As depicted in our opening picture, each individual, whether a corporate body or individual person, should perform the work best suited to it. The essence of it is contained in its DNA.

Throughout the course of its tenure, NMCL has developed resources, mentored, inspired, coordinated, trained, organized, promoted, and loved its students, and has worked for an improved system coordinated with greater efficiency. Most humbly, NMCL and all of the members who make up its successes to date for the benefit of New Mexico's residents would likely thank you for the honor to serve their community for 33 years and for the privilege to petition for continuance. NMCL stands ready to serve as a continued voice for the unheard – for the adults who learn in a different or difficult way. They too deserve to be served to be reached, seen, heard, and valued. They may be harder to motivate, retain, recruit, assess, and build skills, but they deserve access to all that literacy has to offer.

Photo Courtesy of CNN, ©2018

Respectfully submitted,

Heather Heunermund, M.A. Education
Executive Director

NEW MEXICO HIGHER EDUCATION DEPARTMENT

ADULT EDUCATION

2020-2021 FUNDING APPLICATION:
ADULT LITERACY PROGRAM PROVIDERS

Open Door to Opportunity & Beyond...
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New Mexico Coalition for Literacy

@NMAdultLiteracy
www.newmexicoliteracy.org

NMCL CONTACT: Heather Heunermund,
M.A., Education—Community Counseling:
At-Risk Youth
B.A. Psychology
B.A. Liberal Arts
Executive Director
(800) 233-7587 or (505) 982-3997
director@newmexicoliteracy.org

This is what you're funding! Is it a project or a process? (It's both!)

This project plan aligns with the NMCL budget request.

This program year, all program directors, tutors, and boards will be trained as indicated below.

Year One:

Northern Region Corrections & Workplace Pilots	Eastern Region Family Literacy Pilots	Southwestern Region Technology Pilots for Instruction & Assessment	Central Region Health Literacy Pilots
Cibola	Chavez	Catron	Bernalillo
Colfax	Curry	Socorro	Sandoval
Los Alamos	De Baca	Sierra	Valencia
McKinley	Eddy	Grant	Torrance
Mora	Guadalupe	Hidalgo	
Rio Arriba	Harding	Luna	
San Juan	Lee	Doña Ana	
Santa Fe	Lincoln		
San Miguel	Otero		
Taos	Quay		
	Roosevelt		
	Union		

- Summer Writing Workshop with Jimmy Santiago Baca (SF Community Foundation)
- Census Virtual Phone Banking (Center for Civic Policy Contract with DFA)
- NMCL Pilot Distance Education (non-student pilot)
- Pilot Grants (August – fast tracked, extension programs)
- NMCL Pilot Distance Education (student pilot)
- Labs (with pilot for instruction and assessment in the SW - August)
- Innovation Grants Open to All (August)
- Materials Grants Year-Round (statewide)
- Training Grants Year-Round and Training Development and Offerings Monthly and Quarterly in Technology Training, Program Management, and Leadership (outlines and agendas on file with NMCL. Content created in-house during COVID-19).
- Virtual Storytimes (McCune) Year-Round Don't Judge a Book by Its Cover Tour®
- Plans for Years 2, 3, 4 after LACES evaluation and program evaluation (June, 2021).
- Reporting, July, 2021.

Pilots will be available to existing providers on Operating Assistance Grant extensions.

Each region will pose a research question and the method for answering it with a literacy intervention in the context of said pilot program for that region.

In Years 2, 3, and 4, NMCL will share the best practices with other regions from these pilots and expand services to new providers, as well. These providers will be comprised of the mental health, behavioral health, social service, library, and correctional providers, among some of those included in summer survey plans.

PCs for People will be the source for Labs, giving local programs and students access to satellite technology for Internet and equipment for instruction - cell phones, tablets, and laptops.

Innovation grants will be open to all adult literacy providers in the State of New Mexico, including those on Operating Assistance Grants, Training and Technical Assistance Grants, Materials Grants, or Innovation Grants. Innovation Grants are also available to libraries, social service providers, behavior health providers, and anyone providing literacy instruction to adults who read at or below the sixth grade level as shown on a standard assessment instrument approved by the NMCL.

Pilot grants are disseminated by region to the providers directly after receipt of revised Project Performance and Progress Plan and successful year-end close-out. All programs will be given opportunity for success without prejudice.

You be the change you want to see in the world...

My mother said I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and more intelligent than college professors.

— Maya Angelou —

Timeline

July – December, 2020

Summer

- Close-out program year and assess LACES status and mid-year data (along with tracking for distance education in LACES) [June-July, 2020]
- Survey existing and potential providers for needs and technology planning, including training for programs and tutors. Plan with Pivot Evaluation accordingly (NMCL and Pivot plan and Pivot affects survey and reporting results with included communication and feedback processes). These providers include libraries, mental and behavior health, health care, and existing adult literacy providers and projects (literacy, adult education, public education, etc…) [July]
- Set up new Network and Technology. Test and secure it. NMCL is only using Google as a functional system for the time being.
- Apply for public sector grants and manage Writing Workshop and Storytime production.
- Establish and test pilot student group with staff and instructional software pilots. Apply for grants to fund these soft wares to act as a cash match.

Fall/Winter

- Design trainings in-house and with local programs on subjects as appropriate; identify best software to use in instruction after analyzing it in-house; plan trainings and programs to partner with for PD, such as local adult literacy providers and ProLiteracy and COABE. [June, July & August]
- Offer LACES synchronous training for updates and questions or join NMHED for training [September];
- Administrative Functions (Grant-making, reporting, year-end close-out, Census work) [June – October]
- Train boards, directors, tutors, new literacy programs, and NMCL teacher assistants/trainers in the use of technology for instruction and program management, data collection, and reporting to then roll out statewide;
- NMCL will offer pre-recorded, asynchronous trainings. NMCL will also offer quarterly synchronous trainings in the form of Directors trainings by web and on its YouTube for a general audience.
- NMCL will transfer its listserv to NextCloud.
- Legislative and congressional advocacy and nonprofit sector training is included in the above and will be offered by NMCL and other regional providers as appropriate. Agenda items retained for monthly director meetings by web.

January – June, 2021

Winter/Spring (timeline TBD based on Project Partner Meeting and Surveys)

- Create Strategic Plan and Project Outline for 3-years with a general framework after COVID-19 recovery.
- Include stakeholders and services to community through direct contact with student populations.
- During COVID-19 and the establishment phase, include boards, directors, tutors, students, and community leaders and encourage future leaders from student populations.
- Develop new pre-service training for tutors that is hybrid and train new tutor trainers in approaches and best practices. Attend CASAS summit. Attend monthly sharing meetings among communities of practice (ongoing/year-round).
- Engage existing tutors and train them to use technology through monthly sharing sessions, facilitated by NMCL on its network. Plan to launch this in 2021. Eventually, this will become its own community of practice for New Mexico literacy tutors.
- Assess student skills and needs in technology, workplace, and literacy, and leadership. Engage students in trainings offered by Student Leaders. Assist students in the development of leadership trainings with students from New Mexico and the mentorship of NMCL Student Project Partners.
- Assess tools for digital and technology knowledge-bases and make plans to use Digital Navigators to assist with instruction in the Teacher Assistants (NMCL has an Intern who will serve as a TA and a Training Coordinator who will also serve in that role and eventually become a lead in the project). Learn and use Northstar Online.

Web Literacy Standard Version: RFC (July 2013)

Exploring Navigating the Web	Building Creating for the Web	Connecting Participating on the Web
Navigation	Composing for the Web	Sharing and Collaborating
Web Mechanics	Remixing	Community Participation
Search	HTML	Privacy
Credibility	CSS	Open Practices
Security	Design & Accessibility	
	Coding / Scripting	
	Infrastructure	

mozilla

http://mzl.la/weblitstd

Guiding Principles
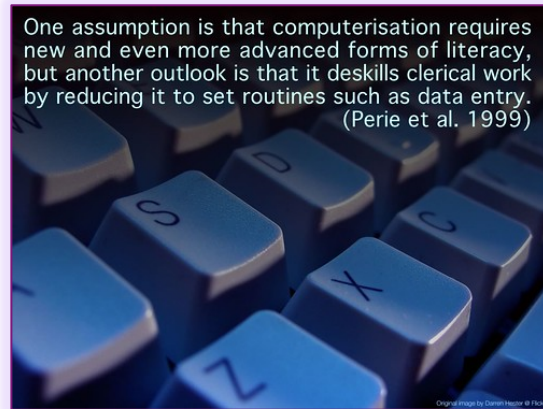
One assumption is that computerisation requires new and even more advanced forms of literacy, but another outlook is that it deskills clerical work by reducing it to set routines such as data entry. (Perie et al. 1999)

…The digital skills gap of younger workers…

It is commonly assumed in the workplace that younger workers are in more demand, perhaps, than younger workers due to their technological acuity. While these younger adults may have been raised in technologically enriched environments and can therefore navigate new platforms with seeming facility, they in fact have less demonstrated skills in the technology needed for today's 21st Century jobs. This is especially prominent in clerical work. As Kahn once noted, there are gaps in everyone's learning. Although everyone has them, they are more pronounced in people of color, according to a new research brief (2020). If NMCL is to provide access to literacy to 33 counties in New Mexico, bridging this digital divide is the only immediate solution to this long-term problem.

Project Partner

BRIDGINGtheGAP
Mobile Beacon & PCs for People

The Paragraph

"It's a lot of words that talk about stuff!"
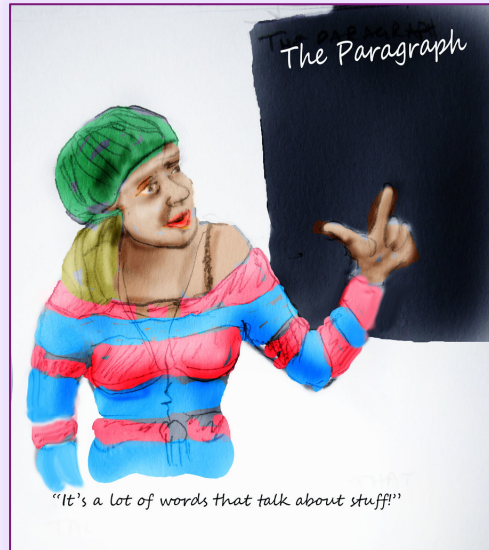
Factors to consider for families:

- Do they have enough to eat?
- Do they have a parent who is incarcerated?
- Is there domestic violence or substance abuse in the home?
- Does the child have a home?
- Are the parents or guardians available and able to help the child with school work? [1]

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[1] Adapted from Nephesh, 2012.
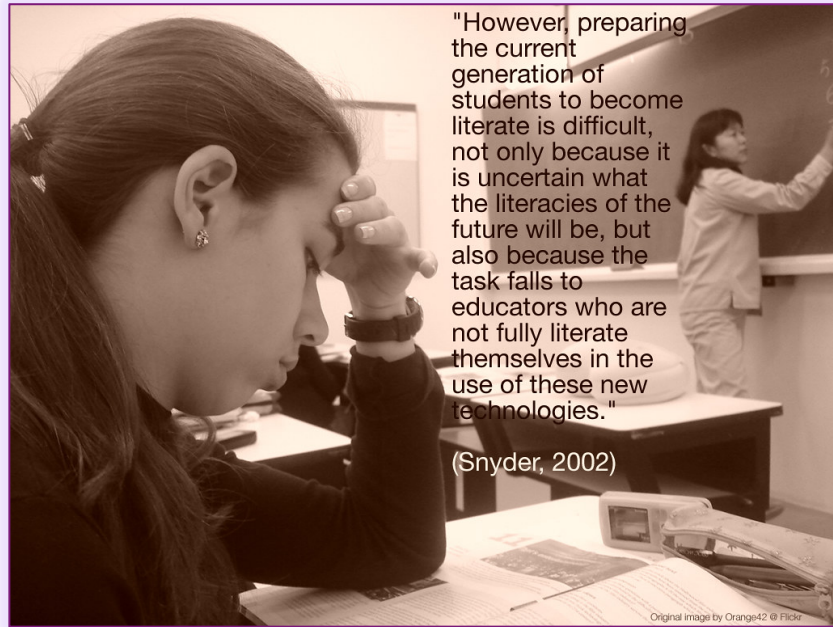
"However, preparing the current generation of students to become literate is difficult, not only because it is uncertain what the literacies of the future will be, but also because the task falls to educators who are not fully literate themselves in the use of these new technologies."

(Snyder, 2002)

Original image by Orange42 @ Flickr

Train the Trainers to Train the Tutors and Program Personnel

NMCL will offer pre-recorded (asynchronous) trainings in media literacy, social justice issues and context for literacy, the effects of placebo (bias) on instruction, inspiration/motivation, engagement, retention, and reward (incentive programs).

NMCL will offer Just in Time Trainings and Mentor/Facilitator roles in the program with plans for Digital Coaches underway.

NMCL will continue to network and plann with Open Door Collective & No Wrong Door, Community of Practice. NMCL will also maintain its participation in the national listserv CoP.

NMCL will plan for joint Conferences (with whom?) & NMBA

NMCL will improve its Resource Center in the Summer of 2021 and provide materials for such (digital and physical).

Years 2, 3, and 4: Lessons for introducing music and videos in teaching, sharing sessions, movement, art, and performance.

NMCL will include other funders that serve as a match for the above programming, including PR. NMCL will develop resources throughout the year to leverage state investment and grow local program pilots and projects two to three times more than initially invested. Public and private sector resources have been identified toward that end.

NMCL will offer monthly director meetings and will have a growing body of produced trainings in literacy promising practices by project year-end for a Digital Resource Library.

"Maiers Literacy Institute Reflections (Day 1)" by Mike Sansone is licensed under CC BY 2.0

This structure allows us all to address life's immediate demands, allowing NMCL to craft the program relevant to the needs of its students at that time, which in today's climate are ever-changing, from employment, health, housing, basic freedom, safety, and civil rights.

A Renaissance approach to literacy over a behavioral one is required for students, using phonics as a base and ProLiteracy approaches to instruction and training.

FOR PROGRAM DIRECTORS: NMCL will improve its internal processes for program project progress reporting to include firm deadlines and explicit instructional approaches, though building in sensitivity for COVID-19 adjustments is equally as paramount.

NMCL will establish its New Member Benefit through ProLiteracy for the New Training Portal.

NMCL will facilitate dual enrollment and blended learning programs. During COVID-19 response, NMCL will provide distance resources to programs and all counties.

NMCL will follow FERPA annually. Network will follow all requirements.

The LVSF Workplace Program

Effective communication between co-workers, supervisors and customers is necessary for an efficient workplace. The LVSF Workplace Program prepares adult learners for success in the workforce and the community by placing tutors at the worksite to work with employees on their language skills or academic skills necessary to reach their goals. Literacy is essential to improving the quality of life of individuals while also promoting economic growth within the community. Since the current Covid19 crisis and economic climate will result in a substantially greater population of adult students anxious to improve their skill set, workplace tutoring offers students the opportunity to gain real job skill and build a stronger workforce.

While needs vary within each worksite or occupation, some topics that tutors and students work on may include greeting co-workers, asking questions, reporting problems and progress, asking for clarification as well as following directions and instructions and job-specific terminology. Students may also works on job related tasks such as reading job-related manuals, communicating on the telephone, filling out forms, writing memos and reports, or doing job-related math computations.

In addition to ESL tutoring, LVSF volunteer tutors may also provide Basic Literacy tutoring to employees at their workplace. Employees can study and improve their basic academic skills in order to take the High School Equivalency (HSE) exam.

All workplace instruction is learner-centered. Learners are encouraged to take the initiative in choosing what and how they want to learn.

Justice Pilot and the effects of Covid-19 on service delivery

On March 12th, 2020, my tutors and I received this message from the Santa Fe County Adult Detention Facility Volunteer Programs Coordinator, Christopher Bradley:
 Good Morning Everyone,

Due to unfortunate circumstances within our community; regarding the Corona Virus, all community programming such as Narcotics Anonymous, Alcoholics Anonymous, Literacy Education, Al-Anon 12-step, and all Bible Studies are cancelled until further notice. We do apologize for any inconvenience this may cause, please be mindful that this issue is beyond our control. Thank you once again for all of your dedication, perseverance, and willingness to positively impact lives. I will notify all parties when community programming may resume. If you should have any questions or concerns please
contact Christopher Bradley the Volunteer Programs Coordinator at 505-428-3234 or email at cbradley@santafecountynm.gov

Up until March 12th, Literacy Volunteers of Santa Fe Basic Literacy Tutors were tutoring in one on one or small group settings. Two female tutors worked with the women's group, and two male tutors worked with the men's group. Tutors were mostly focused on reading, and writing, but one also worked on numeracy. All tutors were supporting the SFCADF Instructor by working with inmates who were struggling with the basics, but also addressed employability skills and assisted others in the class when the need arose.

Those groups of inmates were finishing up with the four week program, and we were preparing to pre-test and screen a new group of inmates when we got this email. All tutoring had to stop, and on site tutoring is currently on hold until SFCADF gives us permission to come back on site. Two tutors agreed to continue with remote tutoring when asked, but the logistics of facilitating the virtual tutoring sessions are daunting. Because of social distancing, only two students are allowed into the classroom at a time, and must have the instructor in the room at all times to monitor the inmates. As long as the instructor needs to be in the room, she said she might as well do the tutoring herself.

There may be a time when more inmates are allowed into the classroom, and then the SFCADF Instructor could work with one group while the tutor virtually tutored another group. The LVSF Coordinator continues to check in with the SFCADF Instructor weekly to get updates about inmate progress, provide materials or books, and to make plans for the future when tutors will again be able to tutor on site.

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@NMAdultLiteracy for Today & Tomorrow®

Logic Model

Problem	Inputs	Activities	Outputs	Short-Term Outcomes (Year 1)	Mid-Term Outcomes (Year 2)	Long-Term Outcomes (Years 3 & 4)
The community problem that the program activities (interventions) are designed to address.	*Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of tutors*	*The core activities that define the intervention or program model that NMCL will implement or deliver, including duration, dosage and target population.*	*Direct products from program activities.*	*Statistically Significant Changes In: knowledge, skills, attitudes, and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.*	*Statistically Significant Changes In: beliefs, behavior, and/or action. Depending on program design, these outcomes may or may not be measurable during the grant year.*	*Statistically Significant Changes In: condition or status in life. Beginnings of life-span literacy and cultural shift. Depending on program design, these outcomes may or may not be measurable during the grant year.*
An estimated 29% of adult New Mexicans read at Literacy Level 1 and 31% at Level 2 on a 3-point scale (NCES, 2020). Adult basic education and adult literacy programs only	**NMCL INPUTS:** * Leveraged funding: Private grant makers; fundraisers; and state literacy contract and resulting materials	**POPULATION:** Beneficiaries are adults living who are at or below 6th grade English reading level and live in the 8-county program service	**PERFORMANCE MEASURE:** Number of individuals served (ED1A): ALL participating sites	Number of organizations that increased their effectiveness, efficiency, and program scale/reach annually as measured by	Number of organizations that increased their effectiveness, efficiency, and/or program scale/reach annually as demonstrated by	Number of students achieving one or more literacy-related goals: ALL will show some measure of gain, whether it be level or

| serve about 5-8% New Mexicans with low literacy skills (Reder, 2019).

Low-literate adults experience stigma and are often significantly limited for job prospects, ability to manage finances and money transactions, social connections, ability to seek and use services, communicating adequately for health care needs and being able to follow health instructions, and other domains of full participation in life.

Most low-literate adults are economically disadvantaged, which can make accessing services difficult if it is only offered at certain | and operational grants, materials grants, training, technical assistance, and library materials. in-kind
* Executive Director; Training & Outreach Coordinator; Financial Manage; Volunteer Tutor Trainers & NMCL Tutors along with local site tutors
* ProLiteracy and Real Reading models
* Data system (LACES) and existing data
* Training programs for literacy tutors, leaders, and agency boards
* Statewide public relations and outreach recruitment programming | area and those seeking HSE that are not ready for high-level content in the remaining 25 counties through pilot distance learning programs. EDUCATION - TUTORING
The primary intervention is literacy tutoring using the ProLiteracy and Real Reading models. This includes training, weekly one-to-one tutoring in person and by distance, student intake, pre-testing, and literacy gains assessments, identifying and meeting expansion needs for tutoring times and session locations, recording tutoring and | **PERFORMANCE MEASURE:** Number of organizations that received capacity building services (G3-3.4): ALL participating sites
NMCL will measure number of Literacy Service Agency sites receiving capacity building/resource development services.

Additional tracked outputs include implementation of Real Reading program and training; data on literacy student demographic and social characteristics, assessments, and level gains data; outreach plans for literacy agencies; | program achievements on grant criteria and improved student retention, persistence, and outcomes (goals, hours, community impact/civic participation).

The NMCL will survey providers in 33 counties from adult literacy, adult education, social service, mental health, libraries, and fields of education. The NMCL will then target programming in the current year and subsequent years to increase services that are offered at a time and place convenient to the majority of students annually. Distance | LACES tracking of gains in one or more action areas (# of students served, #of active tutors, # of tutoring hours; # and type of outcomes attained and levels gained).

Through diversified recruitment, tutors will have measurably lower gaps in tutor versus student group demographics for gender and race/ethnicity compared to historic tutors local sites. A long-standing peer-to-peer tutoring system will be established among learners and tutors through communities of practice so that | outcome/performance as increased participation in health and educational progress or certifications. Gains will be tracked in LACES and include specific student-reported achievements (e.g., read to child more, go to story times more) and CASAS or TABE literacy assessment results. Student leadership groups begin to form and foster other leadership initiatives statewide. The effort becomes self perpetuating among students and tutors to prime future students as tutors and a strong word-of-mouth |

times and at certain places (especially in rural areas that lack public transportation and have high travel times and distances).	* New Mexico Literacy Resource Center lending library * State directory and referral service for literacy services and service seekers * Existing professional development and continuing education framework LITERACY SERVICE AGENCY INPUTS * Network of non-profit literacy service providers serving eight counties of New Mexico: * Agency staff and 500+ trained volunteer tutors * Existing community and client connections * Standardized	entering data into LACES monthly, literacy student surveying, and exit interviews. Duration and Dosage: The commitment for a tutor and student is a minimum of 6 months in duration. The dosage is 2-4 hours (amount individualized based on intake assessment and scheduling needs; growth is intensity at 6-8 hours per week with distance supplement; Avg. 35-40 = 1 level gain). CAPACITY BUILDING – RESOURCE DEVELOPMENT The secondary intervention is resource	newly recruited and trained volunteer tutors; tutoring sessions; and expanded sites and times offered for tutoring sessions.	education is a key factor in a statistically significant growth rate. By the end of the project term in Year 4, 100% of adult literacy partner agencies and NMCL will understand the project findings and put them into practice to offer sustained, improved, and increased services of which students are more likely to benefit from, including but not limited to blended instruction, distance education, and new methods, such as those from World Ed., Cell-Ed., ProLiteracy and Real Reading (along with	today's student becomes tomorrow's teacher and brings other community members into the educational system.	referral system status who enhance the NMCL's existing referral system for full county access to adult literacy services statewide.

	literacy assessment tool (CASAS/TABE) * In-kind resources (office space, meeting sites, literacy materials, PR) * Reporting relationships with NMCL; * Accountability and monitoring NEEDS: cell phones, satellite, tablets, licenses for software/apps. For Recruitment, NEED a series of new story time events.	development, which will include outreach plan development, outreach and engagement, retention and recruitment of volunteer tutors and literacy students. Depending on site needs, additional Capacity Building activities may include volunteer coordination and management, resource library management, and developing referral relationships.		new software approaches for instruction and enhancement (outcomes are dependent on the work of prior years) and are able to show learning gains, community involvement, improved health care for themselves and their families and increased participation in library, arts, and educational activities due to a belief that they have access and culturally relevant activities and meaningful outcomes related to improved literacy skills. Improved literacy skills are defined by level gains that are correlated to		

				outcomes, all things being equal.		

Guest Columns

If you can read this, we need your help

By Braden Anderson / Past President, N.m. Coalition For Literacy, Albuquerque

Friday, July 26th, 2019 at 12:02am

The New Mexico Coalition for Literacy (NMCL) has opened its Operating Assistance Grant and would like to encourage anyone in their local communities to consider supporting or starting an adult literacy program. As past president of the NMCL, I have seen the cause go through many ups and downs in terms of funding and specific community needs, but one thing has remained constant: the need for reading instruction, which is dire in our state.

In the spring of 2020, estimates of adult literacy ability will be released nationwide and will offer statistics for New Mexico county by county after what has been an almost a 15-year wait. What we know from the 2013 National Assessment of Adult Literacy (NAAL) is that 16% of New Mexicans lack basic prose literacy skills at Literacy Level 1. Level 1 is the expected reading and comprehension level for ages 5 to 7 and consists of tasks like reading simple signs, medication instructions or ingredients lists. Imagine administering prescription medication to yourself or your child in that situation. It could be critical.

Low literacy is statistically related to social welfare issues like poverty, incarceration and preventive health care. Given these facts, it is critical that all concerned New Mexicans should take note and raise a call to action to their elected officials, private and public entities, and individual residents in support of adult literacy programs. To help aid New Mexicans in gaining the essential reading skills they need to keep up with the ever-increasing demands of 21st-century life, the NMCL supports adult literacy programs throughout the state through funding, training and technical assistance via the New Mexico Legislature and Higher Education Department. Our programs range in size and scope. Some are housed in libraries. Others are in community centers, and some are couched in institutions of higher education, but what they all have in common is the fact that they are funded by us, and they are flexible.

The students who attend adult literacy programs do not fall into a one-size-fits-all category. They did not learn to read as a child for many reasons. Usually, conventional learning systems did not work for our students for one reason or another, so we provide alternatives to classroom instruction and curricula. Our students are matched one-to-one with a private tutor for free. We maintain confidentiality to de-stigmatize reading tutoring until students are comfortable enough to expand into new learning situations to continue their education. Without our programs, this service simply would not be available. Our students would be lost once again.

There are two systems for second chances in education for adults in New Mexico: adult literacy and adult basic education. According to Dr. Stephen Reder, professor, Department of Applied Linguistics, Portland State University, and prominent researcher in the field of adult literacy and education, the total number of adults served by both systems meets only 4.8% of the total need here. There are an estimated 286,000 adults in need of basic literacy services. This estimate is modest as, at the high end, almost half of all adult New Mexicans need of remedial reading according to 1992 data estimates from Dr. Reder that precede the 2013 NAAL.

If you can read and stay one lesson ahead of your student, then you can teach an adult to read. We can help. If you know someone in need of services, call toll free at 1-800-233-7587 or visit our website at www.newmexicoliteracy.org. Start a program. Learn to read. Teach someone to read. Support our work. Support the residents of New Mexico. There are a number of ways to become involved. Contact us today.

Auto Racing

Column: Bristol needs "cage rattling" to spark playoff push

Aug. 12, 2019 02:42 PM EDT

Red Bull demotes Pierre Gasly, promotes Alexander Albon

Aug. 12, 2019 07:35 AM EDT

The Latest: Kevin Harvick wins NASCAR Cup race at Michigan

Aug. 11, 2019 06:16 PM EDT

Kevin Harvick wins NASCAR Cup race at Michigan

Aug. 11, 2019 09:43 PM EDT

Cindric wins at Mid-Ohio for second straight Xfinity victory

Aug. 10, 2019 07:03 PM EDT

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https://www.santafenewmexican.com/opinion/my_view/poor-literacy-is-holding-n-m-back/article_a92f0cf6-8b11-11ea-a29b-c73af4a2056c.html

MY VIEW HEATHER HEUNERMUND

Poor literacy is holding N.M. back

By Heather Heunermund
May 2, 2020

For the first time in well over a decade, the National Center for Education Statistics released county estimates of literacy ability for adults through the U.S. Program for International Assessment of Adult Competencies Skills Map: State and County Indicators of Adult Literacy and Numeracy, with county estimates for every state in the union, including New Mexico.

The Skills Map was released quietly in mid-April and went largely unnoticed, though ground-breaking. The trees noticed. The trees are screaming. Does anyone care?

Probably not because most of the quiet go unnoticed in society. The quiet are those adults who have limited literacy and language abilities. They look and act like most of us so they blend into the background like the trees. Perhaps they are our friends, neighbor or co-workers.

In fact, they may even want to go unnoticed because they are embarrassed. These adults range from being unable to read, write, speak or understand English to being able to perform tasks that involve reading short texts and understanding the meaning of a document well enough to complete a form. They may be able to understand only very basic vocabulary or even struggle to do this and may not know the structure of sentences or paragraphs, or make use of other text features to understand it.

We noticed, and the adult literacy programs quietly serving this population also noticed. We noticed that New Mexico ranks 49th in literacy nationwide, with its average scale score barely outpacing Louisiana. We also noticed that New Mexico is the least literate state when considering the lowest level on the scale, falling just behind California and Texas, likely due to language barriers and other factors. In New Mexico, 29 percent of adults function at literacy Level 1, 31 percent at Level 2 and 39 percent at Level 3. By contrast, the most literate state is New Hampshire with 11 percent of adults at Level 1, compared to 22 percent nationwide.

We also noticed that there is also a great divide among New Mexico's counties. Los Alamos has 7 percent of the adult population at literacy Level 1, compared to Luna County at 50 percent, likely significantly higher because of the historic language and literacy needs of the region. New Mexico's population of those ages 16-74 is 1,508,869, according to the American Community Survey 2013-17 five-year estimate.

When compared to the nation in literacy, New Mexico's:

- Average scale score estimate is statistically lower.
- Percentage at or below Level 1 is statistically higher.
- Percentage at Level 2 has no notable difference.
- Percentage at or above Level 3 is notably lower.

New Mexico's workforce is adversely impacted by its lack of literacy skills; the worldwide health crisis has only exacerbated this issue with its related unemployment, housing concerns, food insecurity, children at home in need of schooling and adults in need of advanced skills training during recovery.

Today's jobs require literacy skills beyond the basic level, and there will remain an increased demand for literacy services, a demand that went largely unmet prior to the crisis that has only been magnified. If we do nothing more to improve the literacy, numeracy and digital problem-solving skills of New Mexico's workforce, the state will continue to see a decline in the earning power of its residents and the solvency of its economy.

This news comes at a time when oil prices have hit record lows and a special legislative session looms to likely amend the state's budget for the fiscal year beginning July 1. The adult literacy effort in New Mexico is funded by the state's general fund.

In 1987, New Mexico first lady Katherine Carruthers formed the New Mexico Coalition for Literacy to gain support through the state Legislature for modest operating expense grants, outreach, public relations, education, training and technical assistance. She saw the forest for the trees and so did the community that supported her in this effort, which stands tall for the adults that it represents.

It has grown in both stature and capacity to support New Mexico's adult literacy initiatives all while maintaining a small and efficient staff of three. The literacy coalition is funded by the New Mexico Higher Education Department through a competitive contract and also relies on grants, fundraisers and community support to increase the number of adults and families who receive literacy assistance.

May 5 is Giving Tuesday Now. In celebration (it is Cinco de Mayo, after all), do something today and serve as a voice for those without one. Plays, stories and philosophy help us understand our humanity.

Adults with illiteracy and low literacy are invisible among us. Though their struggles may be hidden, by ignoring them we ignore the importance of our literacy, language and culture as a means to self-expression.

Engaging our minds and communicating with the tools of literacy and language are just as important as the concrete buildings and events that we miss while isolating for the health crisis, but without these invisible tools there would be limited engagement with society. Society is biased to support the things that it can see and hear over the things that it cannot see and hear, which are equally as real as any tangible thing.

Sometimes, we are guilty of not seeing the forest for the trees. In this case, we are seeing neither the forest nor the trees. Imagine being at home with a child you are expected to support educationally while being unemployed and limited in your literacy and language skills. Imagine completing your census form, reading your mail, voting or working at home with no assistance and limited literacy skills. The time to take notice of that is now.

Heather Heunermund is executive director of the New Mexico Coalition for Literacy.

Spread literacy

The New Mexico Coalition for Literacy is a private, nonprofit corporation serving New Mexico. For more information about adult literacy; to schedule an interview; donate; volunteer as a tutor; or refer a potential student, call the adult literacy hotline at 800-233-7587, sponsored by KOAT-TV; email info@newmexicoliteracy.org; or visit newmexicoliteracy.org. To access the skills map, go to nces.ed.gov/surveys/piaac/skillsmap.

This process will be brought online in the summer and streamlined for ease. New goals will be established based on this yer's Project Plan.

NMCL OPERATING ASSISTANCE GRANT
REPORTING REQUIREMENTS
PROGRAM YEAR 2019-2020

As part of its Operating Assistance Grant from the New Mexico Coalition for Literacy (NMCL), your program must provide qualitative and quantitative data about its services and performance to the NMCL. Your program <u>must</u> use a standard assessment instrument to establish a base line and track the progress of your students at pre- and post-tests at intervals set by the manufacturer or the NMCL.

If your program uses the prior year's assessment as the pre-test for the current program year, then your program would post-test at the next interval, thus requiring only one test per program year. Your program may test its students at a time convenient to both it and your students provided that it is pre- and post-testing all students in any given program year.

The additional reports and grant requirements are listed below; they are also listed in your program's subcontract.

Please direct your programmatic and data questions to the Executive Director (director@newmexicoliteracy.org). Please direct your financial questions to the Financial Manager (finance@newmexicoliteracy.org).

Submit all data and program reports to the Executive Director, email or fax preferred. Please submit all financial reports to the Financial Manager, email or fax preferred. You may also submit your forms by mail, directed to the appropriate person.

<u>**NMCL Reporting Requirements:**</u>

1) Submit your program's Student and Tutor Outreach and Recruitment Plan and Student Progress Plan to director@newmexicoliteracy.org by **November 4, 2019**. The form is enclosed. You may also fax or mail it to the NMCL, contact listed above.

2) Submit **monthly** reimbursements and reports on **Financial Reporting and Reimbursement Forms A-1 and A-2** (attached), with the final reimbursement due by **June 15, 2020**. You may email this report to finance@newmexicoliteracy.org, fax to 505-982-4095, or mail to 1219 Luisa St., Unit 2, Santa Fe, NM 87505.

3) Enter **Student and Tutor Data** by **February 28, 2020** for the mid-year data check in LACES or confirm the accuracy of your program's data if using a different database. Enter all data in LACES by **July 10, 2020** for the **Project Progress Year-End Report Form B-2 (attached) and the NMCL will produce your program's quantitative report**. Your program does not need to complete the form. You should use the form for reference.

➢ **Your program will fall into one of two categories:**

1. If your program is using the NMCL's version of LACES, then the NMCL will print the above report forms and reference your program's data after the deadlines. Please ensure that it is accurate and complete. Your program must enter data at least monthly.

2. If your program is not using the NMCL's version of LACES, then the NMCL will collect your program's required data for its use, so please obtain all required data from your students and tutors by the reporting deadlines and the NMCL will upload your data for inclusion in LACES. The NMCL will then print the above report forms and reference your program's data after the deadlines. Please ensure that your program's data is accurate and complete. Your program must enter data at least monthly in its own system. The NMCL will contact your program if it is a non-participating site on or before the mid-year data check.

4) Complete the **Project Progress Year-End Report Form (B-1)**, narrative questions 1-6 (attached) by **July 10, 2020**. You may email this report to director@newmexicoliteracy.org, fax to 505-982-4095, or mail to 1219 Luisa St., Unit 2, Santa Fe, NM 87505. Please note that the report must be *received* by the deadline.

5) Complete the **Fiscal Matching Report Form by July 10, 2020**. You may email this report to finance@newmexicoliteracy.org, fax to 505-982-4095, or mail to 1219 Luisa St., Unit 2, Santa Fe, NM 87505. Please note that the report must be *received* by the deadline.

6) Administer a **Student Satisfaction Survey**, using the attached questions as a guide. Assessing student satisfaction is often an ongoing and internal process, so there is no deadline and no report due (attached).

Summary:

➢ Student and Tutor Outreach and Recruitment Plan & Student Progress and Outcome Measurement Plan Due **November 4, 2019**;

➢ Reimbursement and Reporting Forms A-1 & A-2 due **monthly**, with the final reimbursement due **June 15, 2020**;

➢ Mid-year data checks due **February 28, 2020** and year-end data due **July 10, 2020.** Monthly data entry;

➢ Project Progress Report Form B-1 due **July 10, 2020**;

➢ Fiscal Matching Report Form due **July 10, 2020**; and

➢ Student Satisfaction Survey (**ongoing**).

NMCL OPERATING ASSISTANCE GRANT
Student and Tutor Outreach and Recruitment Plan
Student Progress and Outcome Measurement Plan
PROGRAM YEAR 2019-2020

Your program's Student and Tutor Outreach and Recruitment Plan and its Student Progress and Measurement Plan are due November 4, 2019. The plan will consist of two goals pertaining to student and tutor outreach and student progress tracking that align with NMCL grant objectives. Your program should submit at least one goal under each category that can be reasonably achieved by the end of the program year, which closes June 30, 2019, for a total of two goals.

Please email this completed form to director@newmexicoliteracy.org or fax it to 505-982-4095. You may also mail it to the NMCL Executive Director at the address listed above. In many cases, your program's objectives for this grant will align with its objectives for its AmeriCorps grant, if applicable.

One suggestion is to use SMART goals as a way to define your objectives and methods for each goal. SMART goals are outcome-based objectives. They are specific, measureable, achievable, relevant, and time-bound.

Your program should align at least two of its three goals to clearly support NMCL grant objectives, such as:

- Increasing individualized instruction through current or new methods (specify who, what, when, where and why your program is approaching this goal in a new and different manner);
- Increasing reading instruction (quantity or intensity);
- Increasing student persistence;
- Increasing student literacy level gains; and/or
- Improving student outcomes in reading or life skills as they relate to literacy instruction (e.g. job placement/advancement, advancing education, participating in children's education and literacy or educational advancement).

On the next page, please list two goals for student and tutor outreach and recruitment and student progress and outcomes measurement.

NMCL OPERATING ASSISTANCE GRANT
Student and Tutor Outreach and Recruitment Plan
Student Progress and Outcome Measurement Plan
PROGRAM YEAR 2019-2020

Program Name: _____

Point of Contact: _____

<u>Goal 1</u>:

➢ What is your program's **S**pecific goal for *Student and/or Tutor Outreach and Recruitment*? For example, how many additional tutors and students do you expect to recruit by the end of the program year? You may chose one group on which to focus – either students or tutors – or you may address both with one approach.

_____

_____

➢ How will this goal be **M**easured and with what tool? In other words, how will you know when you have met this goal?

_____

_____

➢ How does your program know that the above goal is **A**chievable?

_____

_____

➢ Why is your program's goal **R**elevant to your program and its measurements of success? How does your program's goal relate to the NMCL Operating Assistance Grant objectives?

_____

_____

➢ What assurance does your program have that it will meet the above goal by year-end so that your goal is **T**ime-bound?

_____

_____

OPERATING ASSISTANCE GRANT
Student and Tutor Outreach and Recruitment Plan
Student Progress and Outcome Measurement Plan
PROGRAM YEAR 2019-2020

Program Name: _____

Point of Contact: _____

<u>Goal 2:</u>

➢ What is your program's **S**pecific goal for *Student Progress and Outcome Measurement*?

_____

_____

➢ How will this goal be **M**easured and with what tool?

_____

_____

➢ How does your program know that the above goal is **A**chievable?

_____

_____

➢ Why is your program's goal **R**elevant to your program and its measurements of success?

_____

_____

➢ What assurance does your program have that it will meet the above goal by year-end so that your goal is **T**ime-bound?

_____

_____
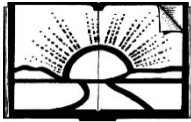
NMCL OPERATING ASSISTANCE GRANT
FINANCIAL REPORTING AND REIMBURSEMENT FORM A-1
PROGRAM YEAR 2019-2020

PROGRAM NAME: _____   **REIMBURSEMENT FOR (MONTH/YEAR):**_____

Your program must submit <u>one signed original</u> and <u>one signed copy</u> of forms A-1 and A-2 to the NMCL by fax or postal mail. Your program must attach one copy (only one copy is needed) of its supporting documentation to form A-2 in evidence of the expenditures listed herein.

<u>**PLEASE DO NOT CHANGE, REMOVE, OR OTHERWISE ALTER ANY OF THE INFORAMTION CONTAINED HEREIN.**</u>
<u>**YOU MAY ONLY ADD YOUR PROGRAM'S INFORMATION TO FORMS A-1 AND A-2. THANK YOU!**</u>

LINE ITEM DESCRIPTION	NATURE OF EXPENSE	EXPENSES THIS PERIOD	EXPENDED TO DATE	BUDGET BALANCE
SALARIES				
BENEFITS				
PURCHASED SERVICES				
SUPPLIES AND MATERIALS				
TRAVEL (IN-STATE)				
OVERHEAD				
TOTAL		0.00	0.00	0.00

I HEREBY CERTIFY THAT, TO THE BEST OF MY KNOWLEDGE AND BELIEF, THE INFORAMTION CONTAINED IN THIS REPORT IS CORRECTLY STATED.

THE AMOUNT CLAIMED ON THIS FORM WAS EXPENDED ACCORDING TO THE PROVISIONS AND REGULATIONS OF THIS PROJECT,

AND THIS CLAIM FOR REIMBURSEMENT IS JUST, CORRECT, AND ACTUALLY DUE ACCORDING TO LAW.

_____   _____ _____
NAME AND TITLE OF PROGRAM REPRESENTATIVE PREPARING CLAIM   **SIGNATURE**   **DATE**

EMAIL AND TELEPHONE NUMBER OF PROGRAM REPRESENTATIVE PREPARING CLAIM: _____

NMCL OPERATING ASSISTANCE GRANT
FINANCIAL REPORTING AND REIMBURSEMENT FORM A-2
PROGRAM YEAR 2019-2020

PROGRAM NAME: _____   **REIMBURSEMENT FOR (MONTH/YEAR):** _____

ALL EXPENDITURES LISTED ON ATTACHMENT A-1 MUST BE DESCRIBED HEREWITH, WITH SUPPORTING DOCUMENTATION ATTACHED. ALL COLUMS MUST BE COMPLETED.
EXCEPTIONS: (1) IF AN ENTITY DOES NOT HAVE A PURCHASE ORDER SYSTEM ENTER N.P.O.I (NO PURCHASE ORDER ISSUED) IN THE APPROPRIATE COLUMN.
(2) "CHECK NO_." IF CHECK HAS NOT BEEN ISSUED, A PAYROLL NUMBER OF JOURNAL ENTRY NUMBER MUST BE ENTERED.

P.O. NO.	P.O. DATE	PAYEE	LINE ITEM DESCRIPTION	REIMBURSABLE AMOUNT	DATE PAID	CHECK NO.
TOTALS				0.00		

I HEREBY CERTIFY THAT THESE EXPENDITURES ARE CORRECT AND HAVE BEEN MADE FOR THE ABOVE NAMED PROJECT.

_____   _____   _____
NAME AND TITLE OF PROGRAM REPRESENTATIVE PREPARING CLAIM   **SIGNATURE**   **DATE**

A-2

NMCL OPERATING ASSISTANCE GRANT
PROJECT PROGRESS YEAR-END REPORT FORM, B-1
PROGRAM YEAR 2019-2020

This report must be received by July 10, 2020 and may be faxed to 505-982-4095, emailed to director@newmexicoliteracy.org, or mailed to the executive director at the mailing address listed above.

PROGRAM NAME:

CONTACT PERSON:

Please type your responses to the questions below or attach a separate document with your answers. Keep your responses brief but complete.

1. Describe your program's progress on its goals submitted to the NMCL and note any deviation from those goals, whether positive or negative.

2. Explain any problems your program encountered in implementing its goals, including any departures from its original plan, special problems encountered or anticipated, and any objectives that have not been met.

3. Describe the type of assistance that your program needs, or would need, to accomplish its goals in subsequent fiscal years.

4. If your program received any recommendations from the NMCL Grants Review Committee this fiscal year, please include your program's response to those recommendations (if applicable).

5. Attach any printed or published material produced as a result of this project (required).

Program Name:
Student:

Participant Characteristics, Services & Outcomes   Students

Gender:
Male
Female
Other
TOTAL

Ethnicity:
African American
Hispanic/Latino(a)/Chicano(a)
White (non-Hispanic/Latino(a)/Chicano(a)
Native American or Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Other
TOTAL

Age:
<16
16-17
18-24
25-44
45-59
60+
TOTAL

Retention:
Students Retained from FY18-19
New Students Served for FY19-20
TOTAL

Duration of Participation:
< 1 Month
1-6 Months
6 Months - 1 Year
1 - 2 Years
2+ Years

Referral Source:
Adult Education Program
NMCL
Other Organization or Agency
Program (Yours)
Word of Mouth

Status at Intake: Students
(Status <u>may</u> or <u>may not</u> be deduced from goals; it is not a necessary condition of goal attainment)
No High School Diploma
Has High School Diploma
Has GED or HSE
Some College
Trade School Certification(s)
Holds 2-year, 4-year, or 6+ year degree
Enrolled in Adult Education
Homeless
Receives Public Assistance
Economic Disadvantaged
Dislocated Worker
Displaced Homemaker
Minor with Adult Status
Employed
Employed Full Time
Employed Part Time
Minor with Adult Status
Not Looking for Work
Looking for Work
Retired
Single Parent or Guardian
Registered Voter

Academic Level for Reading and/or Math
Score from Standard Assessment Instrument (Pre-Test/Baseline)
Subtest Name or Measure:	Raw Score:	Scaled Score: **SPL/GLE:**	**Level:**
Name of Test for Reading			
Name of Test fo Math			

Student Instructional Hours: Hours
Unpaid/One-to-One
Paid/One-to-One (NMCL services are offered through volunteers; NMCL does not count paid hours)
Unpaid/Group
Paid/Group (NMCL services are offered through volunteers; NMCL does not count paid hours)

Instutitutional Social Skills and Other   Students
Citizenship
Computer Assisted Instruction
Computer Literacy
Corrections (inmate tutor)
Corrections (program tutor)
Family
Homeless
Life Skills
Listening/Speaking
Math
Pre-GED or HSE Studies
Pre-Vocational Studies
Reading/Writing
Workplace
Other

Goal Attainment:
Achieved Computer Literacy Skills Mastery
Advanced in Employment
Became Citizen
Became Employed
Became Involved in Children's Education
Completed GED or HSE Studies
Enrolled in Adult Education
Enrolled in Higher Education
Left Public Assistance
Obtained GED or HSE
Obtained Library Card
Obtained Driver's License
Reads to Children
Reads More Than Prior to Receiving Services
Registered to Vote
Visits Public Library
Voted

Academic Level Gains (derived from assessment data)   1 Level   2 Levels   3 Levels
Reading
Math

* Academic Goals The following goals will be included this program year.   Students
They are optional but strongly encouraged.
Reading/Writing:
         Alphabet Recognition & Phonics
         Context Specific Content
         Fluency, Comprehension, Vocabulary
         Language Mechanics - grammar, word usage, etc…
         Word Recognition
         Other

* Academic Goals The following goals will be included this program year.   Students
They are optional but strongly encouraged.

Speaking/Listening:

> **Context Specific Content**
> **Pronunciation/Enunciation**
> **Understanding & Response**
> **Verb Agreement**
> **Vocabulary**
> **Word Distinctions (such as between and among; also and too; dinner and supper)**
> **Other**

Math:

> **Financial Literacy**
> **Number Recognition (cardinal & ordinal)**
> **Place Values (base 10)**
> **Addition/Subtraction**
> **Multiplication/Division**
> **Fractions, Decimals, Percentages, Proportions**
> **Algebraic Functions**
> **Order of Operations**
> **Context Specific Content**
> **Other**

Digital:

> **Context Specific Content**
> **Email**
> **Filel Management**
> **Keyboarding**
> **Internet Usage**
> **Interoperability (mixing software outputs, such as copying and pasting across programs)**
> **Security**
> **Social Media**
> **Software (text editing, spreadsheets, slideshows)**
> **Other**

Institutional Social Skills:

Listed Above As Goal Attainment

Listed Above, Added as Needed, and Added As Determined by Your Program

> **Anger Management**
> **Communication**
> **Context Specific Content**
> **Goal Setting**
> **Organizational Skills**
> **Parenting**
> **Problem Solving**
> **Responsibility**
> **Time Management**
> **Other**

Tutor:

Participant Characteristics, Services & Outcomes   Tutors

Gender:
Male
Female
Other
TOTAL

Category:
Basic Literacy
English as a Second Language
Dual Trained

Ethnicity:
African American
Hispanic/Latino(a)/Chicano(a)
White (non-Hispanic/Latino(a)/Chicano(a)
Native American or Alaskan Native
Asian
Native Hawaiian/Pacific Islander
Other
TOTAL

Age:
<16
16-17
18-24
25-44
45-59
60+
TOTAL

Retention:
Tutors Retained from FY18-19
New Tutors Trained for FY19-20
TOTAL

Duration of Participation:
< 1 Month
1-6 Months
6 Months - 1 Year
1 - 2 Years
2+ Years

Referral Source:

Adult Education Program
NMCL
Other Organization or Agency
Program (Yours)
Word of Mouth

Tutor Instructional Hours: Hours

Unpaid/One-to-One
Paid/One-to-One (NMCL services are offered through volunteers; NMCL does not count paid hours)
Unpaid/Group
Paid/Group (NMCL services are offered through volunteers; NMCL does not count paid hours)

Tutor Other Hours (Preparation, Travel, Etc...):

Unpaid/One-to-One
Paid/One-to-One (NMCL services are offered through volunteers; NMCL does not count paid hours)
Unpaid/Group
Paid/Group (NMCL services are offered through volunteers; NMCL does not count paid hours)

NEW MEXICO COALITION FOR LITERACY

1219 LUISA ST., UNIT 2 ❖ SANTA FE, NM 87505 ❖ 1-800-233-7587 ❖ FAX: 505-982-4095 ❖ INFO@NEWMEXICOLITERACY.ORG

NMCL OPERATING ASSISTANCE GRANT
FISCAL MATCHING REPORT FORM
PROGRAM YEAR 2019-2020

This report must be received by July 10, 2020 and may be faxed to 505-982-4095, emailed to finance@newmexicoliteracy.org, or mailed to the NMCL at the address listed above.

PROGRAM NAME: _____

CONTACT PERSON: _____

Awardees must match an Operating Assistance Grant from the NMCL at a value of at least 100% of the actual awarded funds over the fiscal year. This match must be cash and in-kind goods and/or services, with a minimum of 25% cash match. Your program may use volunteer time as an in-kind match, up to 75% of the match.

In addition, the NMCL would like your program to document and report all of the cash and in-kind match sources received for the fiscal year so that the State of New Mexico can accurately capture the full worth of the statewide adult literacy program.

Volunteer time can be included under in-kind at a rate of twenty-five dollars and forty-three cents per hour ($25.43/hour), or the Independent Sector's current estimated dollar value of volunteer time. For example, if your program received a $20,000 grant from the NMCL, it must raise another $20,000 in cash and/or goods and services that were donated in-kind. (e.g. $10,000 grant from United Way + $10,000 worth of volunteer hours = $20,000 raised).

Please use the blank lines below to report your program's cash and in-kind goods and/or services raised to match your program's NMCL grant.

Matching Funds:

Please list the names and amounts of your matching funds for the **NMCL Grant** below.

Cash (grants, corporate sponsors or contributions, individual contributions, etc…)

_____
_____
_____
_____
_____

In-Kind (goods and services provided to your program free of charge)
_____
_____
_____
_____
_____
_____

Total: _____

Please list the names and amounts of the **total** cash and in-kind funds raised throughout your program's fiscal year from all sources:

Cash (grants, corporate sponsors or contributions, individual contributions, etc…)
_____
_____
_____
_____
_____
_____

In-Kind (goods and services provided to your program free of charge)
_____
_____
_____
_____
_____
_____

Total: _____

NMCL OPERATING ASSISTANCE GRANT
STUDENT SATISFACTION SURVEY
PROGRAM YEAR 2019-2020

In addition to providing the State with qualitative and quantitative data from your programs, the New Mexico Coalition for Literacy (NMCL) must also ensure that your program assesses its students' satisfaction about whether they are meeting their immediate, short-term goals for enrollment, per the NMCL's contract with the State.

It is our belief that student assessments are best designed, administered, and interpreted at the local level. However, if you feel that the NMCL would benefit from knowing about a common theme among your students, please relay the information to us on your B-1, qualitative, report form. Aside from that, we do not expect your program to report the results of your program's student satisfaction survey, though we do expect for your program to make use of the results to improve student services.

Your program may administer the survey orally, by paper, or by computer, depending upon your program's resources and students' skill levels. **You may administer the survey at a time, or times, convenient to your program and its students. There is no deadline**.

You may wish to have your staff administer one portion of the survey and your tutors administer another portion so the responses are honest and candid.

Below in bold are the minimum, general queries we would like you to make of your students. Some literacy programs suggested using check boxes or closed-ended questions, while others suggested using open-ended questions to solicit responses. You may use any type of survey or any combination thereof. Additionally, feel free to put these questions in your own words and in a format that suits your program. The remaining queries in plain text are optional and consist of ideas from local literacy programs upon which you can build if you choose. You may track the results in the NMCL's shared database system, LACES, or the database system in use by your program.

Thank you!

Sample Student Satisfaction Survey

1. **What are your goals for enrollment in our program now? Are they the same as when you first enrolled? If they have changed, why? How can we help now?**

    _____

2. **Do you feel like you are making progress on your goals?**   Yes _____ No _____

    If no, why and how can we help?

    _____

3. **Is your tutor helping you meet your goals?**   Yes _____ No _____

4. **Are you having trouble meeting with your tutor?**   Yes _____ No _____

    If yes, what are your challenges and how can we help?

    Examples are:

    - **Childcare____**
    - **Transportation____**
    - **Family considerations____**
    - **Conflicts with work____**
    - **Other**

    _____

5. **Are you happy with the services you are receiving?**   Yes _____ No _____

    If no, what is making you unhappy? How can we improve?

    _____

6. **What do you like about the literacy program?**

    _____

Please answer yes or no to the following:

7. **My program calls me to see how I'm doing.**   Yes _____ No _____
8. **My program has contacted me to ask if I like my tutor.**   Yes _____ No _____
9. **My tutor helps me read better.**   Yes _____ No _____
10. **My tutor is prepared.**   Yes _____ No _____
11. **Do you have any other concerns you would like to share?**   Yes _____ No _____
    If yes, what are your concerns?

    _____

Data Entry Modifications

Student Intake

– For Program Description, Pls reduce to Basic Literacy and ESL(ask Heather about collecting language spoken – Not Required? And what is marked if Citizenship is the only goal?)
– For Highest Education Level Completed at Entry, pls delete "No high school diploma" option

Current list of options. (suggested discussing notes and removing red)

Elementary School
Middle School
High School - no diploma, no pre GED or GED studies
High School - no diploma, with GED studies
High School - no diploma, with pre GED studies
High School Diploma
Some College
2 year college degree
4 year college degree
Secondary school equivalent
Some post secondary education, no degree
6 or 6+ college degree
Post secondary or professional degree

Check referral source should have
- Adult Education Program
- NMCL
- Other Organization or Agency
- Program (Yours)
- Word of Mouth

Enrolled in ABE = Not Enrolled in ABE in report

None of these are required fields!
- Homeless
- Receives Public Assistance
- Economic Disadvantaged
- Dislocated Worker
- Displaced Homemaker
- Minor with Adult Status
- Employed

- Employed Full Time
- Employed Part Time
- Minor with Adult Status
- Not Looking for Work
- Looking for Work
- Retired
- Single Parent or Guardian
- Registered Voter

Services: (this table shows alignment and misalignment with the Reporting Package guidance)

Old List	New list from Reporting Package
Obtain Basic Literacy	
Obtain Citizenship Instruction	Citizenship
Obtain Computer Assisted Instruction	Computer Assisted Instruction
Obtain Digital Education/Computer Literacy	Computer Literacy
Obtain ESL/ESOL/ELL Instruction	
Obtain Family/Intergenerational Literacy	Family
Obtain Homeless Literacy	Homeless
Obtain Life Skills	Life Skills
Obtain Math Skills	Math
Obtain Pre-HSE Instruction	Pre-GED or HSE Studies
Obtain Pre-Vocational Instruction	Pre-Vocational Studies
Obtain Prison Literacy Instruction from a Volunteer	Corrections (program tutor)
Obtain Prison Literacy Instruction from an Inmate Tutor	Corrections (inmate tutor)
Obtain Workplace Literacy	Workplace
Obtain Workplace Skills	
Other	Other
	Listening/Speaking
	Reading/Writing

Goals: (this table shows alignment and misalignment with the Reporting Package guidance)

Old List	New list

	from Reporting Package
Achieve basic digital literacy skills	Achieved Computer Literacy Skills Mastery
Advance in employment	Advanced in Employment
Attain citizenship	Became Citizen
Become employed	Became Employed
Become proficient in English	
Complete HSE studies	Completed GED or HSE Studies
Complete pre-HSE studies	
Enroll in ABE	Enrolled in Adult Education
Enroll in higher ed program	Enrolled in Higher Education
Improve English proficiency	
Leave public assistance	Left Public Assistance
More involvement in children's education	Became Involved in Children's Education
Obtain a library card	Obtained Library Card
Other	
Pass HSE Exam	Obtained GED or HSE
Raise numeracy skills 1 level	
Raise numeracy skills 2 levels	
Raise numeracy skills 3 or more levels	
Raise reading skills 1 level	
Raise reading skills 2 levels	
Raise reading skills 3 or more levels	
Read more than before receiving literacy services	Reads More Than Prior to Receiving Services
Read more to children	Reads to Children
Visit public library	Visits Public Library
Vote or register to vote for first time	Registered to Vote
	Voted
	Obtained Driver's License

Add additional Academic Goal Typology Interface

Replace old Goal Typology with the following
      Basic Literacy with 5 domains:

- Speaking & Listening
    - Pre-literacy
        - Pronunciation & Enunciation
        - ESL - Pronunciation & Enunciation
    - Vocabulary
    - Word distinctions (e.g. between & among, also & too, dinner & supper)
    - Verb agreement
    - Context Specific Content
    - Understanding and Response
    - Other
- Reading/Writing,
    - Pre-literacy
        - Alphabet recognition & phonics
        - ESL
    - Word recognition
    - Language Mechanics - grammar, word usage, etc.
    - Fluency, vocabulary, comprehension
    - Context Specific Content
    - Other
- Math,
    - Pre-literacy
        - Number recognition (cardinal & ordinal)
        - Place values (base 10)
    - Addition/Subtraction
    - Multiplication/Division
    - Fractions, Decimals, percentages, proportions
    - Algebraic functions
    - Order of Operations
    - Context Specific Content
    - Other
- Digital,
    - Vocabulary - hardware, software, cloud
    - Keyboarding
    - Email
    - Internet usage
    - File management
    - Software - Text editing, Spreadsheets, Slide shows
    - Interoperability – mixing software outputs (cut & paste across programs)

- Security
- Social media
- Context Specific Content
- Other
- Institutional Social Skills
  - Library Card
  - Drivers license
  - Citizenship – (includes voting
  - Financial literacy (includes budgeting)
  - HSE/GED
  - Enroll in higher education (trade, community college, college, university. Etc.)
  - Employment/Job prep
  - Soft Skills (Goal Setting, time management, organizational skills, anger management, communication, problem solving, responsibility, Parenting)
  - Context specific content
  - Other

Report Redesign

Participant Characteristics, Services, and Outcomes
Formatting
- All reports indicate site(s)
- Bold title disaggregated whole items & add totals (E.g. Gender, Ethnicity)

Correct Errors

Clarifications
- New students for paid year – current paid year? – insert year criteria from search
- 2 Required fields: Enrolled in ABE and Enrolled in higher education program need to have Yes/no counts with totals
- Employment needs a title with counts and total for each option

- Provide total for Number of student instructional hours provided during reporting period (add parenthetical explanation – for example, seat time per student is more that tutor time for group settings)

Upgrades
- Calculate the following 2 – do not rely on reporting
- Number of students who read at or below 3rd grade level
- Number of students who read between 4th and 6th grade (inclusive)
- Delete the section called "Number of Student Receiving Given Services During Reporting Period" (will pick up elsewhere)

State Report for Major Outcomes – Student
Formatting
- All reports indicate site(s)
- Bold title disaggregated whole items & add totals (E.g. Gender, Ethnicity)
- Reorder the following
    - Student Instructional Hours (One to One, Volunteer)
    - Student Instructional Hours (Small Group, Volunteer)
    - Potential Increase in Student Revenue if Earning $1 more per hour
    - Students served with Learning Disabilities (Diagnosed)
    - Workforce Investment Act Eligible Students
    - Students Receiving Workforce Investment Act Assistance

Correct Errors
Tutor Hours and Student hours seem to equal and should not because of small group instruction.

Clarifications
Better title for Growth Estimate. Perhaps parenthetical? Assessment to assessment GLE/SPL /Hrs instruction. Add N contributing to calculation
In the Services Profile section the word "Other" is an option. Could you please Update to read Other Service?

Upgrades
In the past, the following items were self-report (requiring site level follow-up). We would like them calculated based on assessment data so sites don't enter this data any more.

       Raise Numeracy Skills 1 level
       Raise Numeracy Skills 2 levels
       Raise Numeracy Skills 3 or more levels
       Raise Reading Skills 1 level
       Raise Reading Skills 2 levels
       Raise Reading Skills 3 or more levels

New report will show list with:
N student with goals set
N students with goals set this year
N students with goals met this year (breakdown by yrs since set)
Instructional hrs to meet goals

Perhaps as follows?

	N student with goals set	N students with goals set this year	N student with goals set previous yrs Met this year	N students with goals set this year Met this year	Instructional hrs to meet goals
Speaking & Listening					
Pre-literacy					
SL/PL Pronunciation & Enunciation					
SL/PL ESL - Pronunciation & Enunciation					
SL Vocabulary					
SL Word distinctions (e.g. between & among, also & too, dinner &					

supper)					
SL Verb agreement					
SL Context Specific Content					
SL Understanding and Response					
SL Other					
Reading/Writing,					
Pre-literacy					
RW/PL Alphabet recognition & phonics					
RW/PL ESL					
RW Word recognition					
RW Language Mechanics - grammar, word usage, etc.					
Etc. for goals in typology above.					

Drop Service Provided section embedded in the Goals section. We expect to replace this elsewhere with a methods provided section (using up a key word probably).

Goals Attainment
Deprecate this report. All Items are now in the two reports above.

State Report for Major Outcomes – Tutors
Formatting
- All reports indicate site(s)
- Bold title disaggregated whole items & add totals (E.g. Gender, Ethnicity)

Correct Errors

Clarifications

Upgrades

We need more detail for Tutor hours. What is there looks fine (but can't equal student Instructional hours (check math please). Perhaps:

	Yr 1	Yr 2	+/- Over/Under year
Tutor Hours (One-to-One, Volunteer) Instruction			
Tutor Hours (One-to-One, Volunteer) Preparation			
Tutor Hours (One-to-One, Volunteer) Travel			
Tutor Hours (One-to-One, Volunteer) Other			
Tutor Hours (One-to-One, Volunteer) **Total**			
Tutor Hours (Small Group, Volunteer) Instruction			
Tutor Hours (Small Group, Volunteer) Preparation			
Tutor Hours (Small Group, Volunteer) Travel			
Tutor Hours (Small Group, Volunteer) Other			
Tutor Hours (Small Group, Volunteer) **Total**			

Number of NMCL Tutor Trainings: break down by types of training. Board, New Tutor, ESL, BL, Dual Trained

Develop new report associated with Academic Goals
> Basic Literacy with 5 domains:
> - Speaking & Listening
>   - Pre-literacy
>   - Pronunciation & Enunciation

- • ESL - Pronunciation & Enunciation
  - • Vocabulary
  - • Word distinctions (e.g. between & among, also & too, dinner & supper)
  - • Verb agreement
  - • Context Specific Content
  - • Understanding and Response
  - • Other
- • Reading/Writing,
  - • Pre-literacy
    - • Alphabet recognition & phonics
    - • ESL
  - • Word recognition
  - • Language Mechanics - grammar, word usage, etc.
  - • Fluency, vocabulary, comprehension
  - • Context Specific Content
  - • Other
- • Math,
  - • Pre-literacy
    - • Number recognition (cardinal & ordinal)
    - • Place values (base 10)
  - • Addition/Subtraction
  - • Multiplication/Division
  - • Fractions, Decimals, percentages, proportions
  - • Algebraic functions
  - • Order of Operations
  - • Context Specific Content
  - • Other
- • Digital,
  - • Vocabulary - hardware, software, cloud
  - • Keyboarding
  - • Email
  - • Internet usage
  - • File management
  - • Software - Text editing, Spreadsheets, Slide shows
  - • Interoperability – mixing software outputs (cut & paste across programs)
  - • Security
  - • Social media
  - • Context Specific Content

- Other
- Institutional Social Skills
    - Library Card
    - Drivers license
    - Citizenship – (includes voting
    - Financial literacy (includes budgeting)
    - HSE/GED
    - Enroll in higher education (trade, community college, college, university. Etc.)
    - Employment/Job prep
    - Soft Skills (Goal Setting, time management, organizational skills, anger management, communication, problem solving, responsibility, Parenting)
    - Context specific content
    - Other

Apprentice Trainer's Name: _____

Content Area: _____

Observation Date: _____

Observation Number: _____

Observer: _____

The purpose of this report is to provide feedback for the trainer and the NMCL in regard to the tutor trainer's effectiveness observed during a tutor training.

Effective	Requires Improvement	Not Applicable	Not observed	*Effective:* Performance that meets NMCL standards of high quality. *Requires Improvement*: Performance in which significant areas of needed improvement have been identified.
				1. Provided clearly stated objectives for the tutor training. Comments:
				2. Used appropriate supplemental materials/handouts. Comments:
				3. Used methods that address multiple learning styles (auditory, kinesthetic, visual.) Comments:
				4. Used methods that involved tutors in lessons and discussions. Comments:
				5. Used training time effectively. Comments:
				6. Checked for understanding of materials covered. Comments:
				7. Established good rapport with tutors. Comments:
				8. Demonstrated knowledge of foundations, content area and topics covered therein.

Observing Trainer's Signature: _____

Apprentice Trainer's Signature: _____

1. Tutor Trainer Competencies:

    A. Critical Thinking:

    B. Foundations and Content Area Knowledge:

    C. Communication:

    D. Climate:

    F. Management:

    G. Teaching Methods:

2. Participant Response

    A. Time on Task/Level of Attention

    B. Amount of Participation

    C. Pace of the Session

3. Kinetic Observation

    A. Body

    B. Voice

    C. Face

4. Additional Comments or Observations:
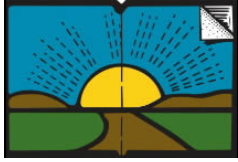
New Mexico Coalition for Literacy
2019 Operating Assistance Grants
Request for Applications for Direct Service Contracts

BACKGROUND AND OPPORTUNITY OVERVIEW

The New Mexico Coalition for Literacy (NMCL) is a private, nonprofit New Mexico corporation missioned to coordinate, expand, and enhance New Mexico literacy programs so adults can read and write to achieve their goals. Specifically, the NMCL works to support services to adults who read at or below the sixth-grade level using one-to-one tutoring from trained volunteers who provide services in a variety of settings to honor the confidentiality of adult literacy students. This helps students feel comfortable and removes the shame and stigma of adult literacy tutoring until students can be integrated into more traditional classroom settings and learning environments.

Subcontracts with local providers of adult literacy services are one way that the NMCL achieves its mission. The NMCL's application submission process is online, with <u>applications due August 13, 2019 at 5:00 pm MDST</u>. You may only submit one application per service entity for the 2019 cycle. The NMCL will award contracts for a project period ending on June 30, 2020. Annual funding requests have a minimum award of $1,000. The maximum request amount, for those that were awarded 2018 Operating Assistance Grants, is $30,000. For entities that have not received an Operating Assistance Grant in the past year, the maximum request amount is $10,000. NEW – As detailed on page 9, the NMCL will consider extension of awarded 2019 contract funding for one or two additional budget period(s). Contracts are subject to the availability of funding. Planned key date estimates are as follows.

2019-2020 Operating Assistance Grant Timetable	Anticipated Event Timing
Online application opens	July 15, 2019 at 8:00 am MDST
Application deadline (<u>no late applications accepted</u>)	August 13, 2019 at 5:00 pm MDST
Preliminary award determination letters sent	Around August 30, 2019
Applicant appeal deadline	14 days from receipt of award letter
Contractor Agreement sent	September, 2019
Mid-year data checks due	February 28, 2020
First project period ends	June 30, 2020
Year-end report and data due	July 10, 2020

<u>The NMCL will reject late applications with no exceptions</u>. The NMCL encourages applicants to register for the online application once open, view the training webinar, and plan to submit at least two to three days early in case assistance is needed during the submission process. Please refrain from contacting the NMCL directly to inquire about the status of your proposal (the NMCL will contact applicants once funding decisions have been made). If you have any inquiries about the application or process, please allow the NMCL a minimum two business days to respond; last

minute inquiries may or may not be accommodated, depending upon resources. Please direct your inquiries to info@newmexicoliteracy.org.

IS MY ORGANIZATION ELIGIBLE?

NEW - Beginning in 2019, the NMCL will be expanding the types of eligible entities in order to broaden the range and types of service providers and to reach more adult literacy students. Eligible entity types are:

- Volunteer literacy organization;

- Public or private nonprofit agency;

- Library;

- Community-based organization or faith-based organization;

- Local educational agency;

- Institution of higher education;

- Public housing authority;

- Nonprofit institution that is not listed above and has the ability to provide adult basic literacy instruction via trained volunteer tutors;

- A consortium or coalition of eligible entities listed above

- A partnership between an employer and an entity listed above

Literacy Services Contracts are available for local literacy providers that:

- Will provide literacy services to adults who read at or below the sixth-grade level (as demonstrated through standard assessment instruments);

- Will offer one-to-one tutoring, exclusively or in large part, for delivering literacy instruction to adults (NEW – the NMCL will consider face-to-face digital literacy tutor instruction approaches as a strategy for serving more students);

- Will use NMCL approved training and trained volunteer tutors exclusively or in part, to provide literacy services; * and

- Serve adults residing in New Mexico.

> ## Eligibility Questions?
>
> If you have any questions about your organization's eligibility, please refer to the glossary (Appendix A) and/or contact the NMCL *prior* to applying at info@newmexicoliteracy.org.

* All volunteer tutors must have 1) tutor training offered by the NMCL (offered at no cost); <u>or</u> 2) ProLiteracy training that is approved by the NMCL; <u>or</u> 3) have an approved exception on file prior to applying for not having met one of these options <u>prior to applying</u>. The NMCL encourages contractors to perform background checks, including state and federal criminal records and sex offender registry searches, on all volunteer tutors. In the future, the NMCL will instate a policy around screening volunteer tutors for entities on contract extensions and all new programs.

Applicants may incorporate other services into supported work if they also offer adult basic literacy instruction. Programs providing English as a Second Language (ESL), Family Literacy services, and/or Computer Literacy/Technology Instruction services, as defined in the glossary in Appendix A, are also eligible for funding support if they also offer adult reading services as a core service.

If an applicant is neither a registered corporation (public or private) nor a unit of government, the applicant must use a fiscal sponsor. The fiscal sponsor must meet the eligibility entity type requirements.

Applicants (or fiscal sponsors) must be in current compliance with all applicable government filings (e.g., New Mexico Attorney General, Internal Revenue Service, and Secretary of State).

WHAT IF MY PROGRAM IS NEW?

New and start up organizations and projects are eligible to apply. If you are interested in starting a literacy project in your community, <u>we strongly encourage you to seek assistance from the NMCL in planning your project, prior to applying for funding.</u> Contact the NMCL for additional information by writing to info@newmexicoliteracy.org.

ARE THERE FUNDING PRIORITIES?

The NMCL will prioritize contracts to organizations meeting the greatest overall need, filling unmet adult literacy needs in a service area, and providing services most aligned with the needs of adults who read at or below the sixth-grade level. More specifically:

High Priority

- Preference will be given to providers that have a greater service emphasis on adult basic literacy instruction delivered by trained volunteer tutors via one-to-one manner.

- Preference will be given to providers that are independent, community-based organizations located in the state of New Mexico.

- Preference will be given to literacy service in rural areas.

- Reviewers will seek to fund an overall portfolio of agencies reaching communities and areas around the state.

- Preference will be given to literacy organizations with less available financial support from a fiscal sponsor or parent institution/agency and those serving areas with less available funding resources.

Low Priority

- Programs that are primarily child-focused or that rely heavily on class/group instruction are generally not a priority.

- The NMCL is unlikely to fund a local literacy provider with significant existing support from a parent/host agency or state or federal funding if there are limited funds to distribute and there is merit to award the higher sum to the smaller, less-well supported entity.

- Programs that will focus on serving a narrow adult sub-population *if* there are no other adult literacy agencies serving the general population in the area, will be of lower priority.

HOW MUCH IS AWARDED?

Contracts ranges are as follows:

- Entities that have received prior Operating Assistance Grants from the NMCL may request contracts of at least $1,000 and up to $30,000.

- NEW – Entities that did not receive an Operating Assistance Grant for the 2018 cycle may request contracts of at least $1,000 and up to $10,000 for the 2019 cycle (additional funds can be requested for subsequent years via contract extensions).

The size of a contract is not dependent on the number of participants served or organization size; a small organization serving a limited number of students may receive a maximum award if meeting sufficient need and capacity for success. Reviewer considerations for award size include whether the entity would be a first-time recipient, requested amount, other available and used funding sources, need for operational support, and need for services in the community. Contracts will be awarded for a project period ending on June 30, 2020. Contractors may apply for an extension of their contract for a second and possibly third year using a simplified application. Note that extensions will be based on strong performance, availability of funding, and the need to have a portion of the NMCL annual contract funds available for the open, competitive application process.

Funding Approach

With contracts intended as operational support, income may be used flexibly during the contract term to meet agency needs, as long as certain restrictions and reporting requirements are met. If you have any questions about allowable funding, please contact the NMCL at info@newmexicoliteracy.org.

Contract funds are paid on a reimbursement basis for expenses incurred. Eligible and ineligible uses of funds are as follows.

Allowable Uses of Funds:

- Administrative salaries for employees involved with funded literacy services;

- Payroll taxes, fringe, and benefits up to 25% of requested allowable salaries;

- Purchased professional services that are not specific to literacy programming or training, such as bookkeeping services, graphic design services, janitorial services, outreach, etc. (please contact the NMCL if you have questions);

- Non-instructional supplies and materials such as office supplies, software, computer equipment, etc. that are not eligible for or covered by the NMCL's materials grants (which are primarily for instructional support and are available year-round upon request).

- Gross receipts taxes, as typically applied, for entities that are not tax-exempt;

- NEW – Third-party background check costs for new volunteer tutors;

- Partial or full fiscal sponsor fee (approved percentage level is at the discretion of the NMCL);

- In-state travel expenses, including costs to attend conferences, in-service trainings, workshops, and out of town travel to tutoring sites; and

- Overhead costs that support program services, such as rent, telecommunications, and utilities.

Unallowable Uses of Funds:

- Teacher salaries;

- Instructional materials eligible for the NMCL's materials grants;

Materials Grants

The NMCL offers $500 Materials Grants (two grants per program per year allowed, as funding permits) to literacy programs in New Mexico. For funding this type of expense, literacy organizations should request support through a material grant, not expense it in an Operating Assistance Grant.

- Salaries/wages/stipends paid to a member of an organization's board of directors for serving as an instructor or trainer;

- Salary expenses (payroll taxes, fringe, and benefits) above 25% of requested salaries;

- Costs for professional and volunteer development and training in areas that are already offered by the NMCL at no cost for funded programs (for instance, the NMCL offers free tutor and board training);

- Stipends or in-service fees to trainers or consultants for tutor or board of directors training unless approved by NMCL in advance (requests must be made in writing via email to training@newmexicoliteracy.org at least thirty (30) days before the event or consultant engagement for consideration for reimbursement); and

- Service provision for communities and residents outside of New Mexico (if a program also serves other states, the contractor must use funds from the NMCL for in-state work only).

ARE MATCHING FUNDS REQUIRED?

Yes. <u>Awardees must match a Direct Literacy Services Contract from the NMCL at a value of at least 100% of the actual reimbursed funds over the fiscal year</u>. Match must be cash or in-kind goods and/or services, with a <u>minimum of 25% cash match</u>. Contractors may use volunteer time as in-kind match for up to 75% of the match.

In addition, the NMCL will require your program to document and report all cash and in-kind match sources received for the performance period so that the State of New Mexico can accurately capture the full worth of the statewide adult literacy program.

HOW DO ORGANIZATIONS APPLY?

Eligible literacy organizations may submit <u>one Direct Literacy Services Contract application for the current cycle</u>. Fiscal agents may be associated with more than one applying literacy organization.

The NMCL uses an online application process that is accessible for Mac and PC computers.

If you experience technological limitations or other access problems that may prevent you from using an online application successfully, please contact the NMCL as soon as possible to discuss assistance and options (info@newmexicoliteracy.org).

All applications must be received by August 13, 2019 by 5:00 pm MDT. <u>The NMCL will reject late applications. There will be no exceptions</u>. Steps for applying are as follows:

- Email info@newmexicoliteracy.org for access to the eligibility quiz and to view the recorded proposal web training (training available late-July). Include your organization name, point of contact, title, and email address. The NMCL will then email links (URL) for the eligibility quiz and training video when available.

- Follow the link and register as a user (returning users must reregister but may use the same email and password). Complete the organization eligibility quiz. If your organization qualifies, you will be guided to a menu where you can access the application. Note that the NMCL will make final determinations on whether an agency and program meet the eligibility requirements. Within the application, complete the contact registration for the contact person, who should be the person administering the grant (one registered user per organization).

- Complete all application information sections (see following section). Note: the system regularly saves your work and users can return to a saved application to complete it. There is also a Save Draft button at the bottom of each application form page.

- Upload required documents (see following section).

- Complete application pre-submission assurances and click "Next." This will then display your full application.

- Click "Complete" to submit. If you have any entry errors (e.g., letters in a numeral-only response area) the system will then highlight those to fix. Address any errors the system finds in your application and select "Complete" again. You may then print a copy of your application (strongly recommended).

- Following submission of the validated application, you will receive a confirmation email. Check your registered email for this message to confirm submission.

Note that the application is responsive to answers for certain questions in order to reduce the amount of work for applicants. For example, programs that are new will not need to complete data about prior year literacy activities. <u>Therefore, an application may not show all questions you will be required to complete prior to beginning work.</u> Please allow adequate time to work through all areas.

WHAT IS REQUIRED IN AN APPLICATION?

Online entry sections are as follows:

- Entity/representative basic information (and fiscal sponsor information, if applicable);

Question Display

To prevent applicants from having to address questions that are not relevant to their program, the online application responds to certain answers with additional questions or information requests. This means that the application questions you see in the online form prior to making any entries are likely not comprehensive of the questions you will need to answer. A sample copy of the application with the larger set of questions is attached as Appendix B. Always review the online application as well to ensure understanding of the scope of questions you will be required to complete.

- Applicant financial information;
- Literacy service details for the prior fiscal year;
- Proposed service information for fiscal year ending June 30, 2020; and
- Required document uploads, as follows:
    - Prior Year Financial Information:
        - For tax-exempt agencies that file a 990 or 990EZ: Upload the most recent return.
        - For tax-exempt agencies filing a 990-N (postcard): Upload the postcard return plus year-end profit and loss statement or actual expenditures for the same year as the 990-N.
        - For applicants using fiscal agents: Upload the sponsoring agency's most recent 990 or 990EZ.
        - NEW – For taxable entities: Upload a financial statement or independent audit from prior complete fiscal year.
    - Current year applicant budget: Upload the current year budget for the applicant organization (or budget for literacy programming for agencies with multiple program services). Please ensure the budget includes the proper year in the header or title. Ensure that expenses balance with anticipated income (a "net zero budget") if the applicant is a nonprofit corporation. Be sure to show how services will be offered for free under the grant if a for-profit entity.
    - Applicant Governance Roster: You must download, complete, and upload a list of entity trustees. This should be completed for the volunteer governance body overseeing work, such as a Board of Directors, Board of Trustees, district school board, or committee. For applicants that are government bodies or private for-profit entities, please complete the form for your Director/CEO and top management. If your organization does not have a governing board and is instead using a fiscal sponsor, complete the Board Roster for the sponsoring applicant's governing board. **You must download and use the provided Excel file to complete all requested leader information**. This file can be downloaded from the application File Upload section or at bit.ly/NMCLGrants.
    - NEW – Letters of Support for New Entities: If your entity/program has never received financial support from the NMCL, please upload two signed letters of support from other agencies or institutions that can attest to your experience and capabilities for delivering basic literacy instruction using a volunteer tutor model. Letters should be combined into a single file.

    Acceptable file formats are Adobe PDF, Microsoft Word, and Microsoft Excel. The NMCL recommends using PDF. Individual file sizes are limited to a maximum of 300 MB.

HOW ARE CONTRACTORS SELECTED?

The NMCL is committed to supporting local providers of basic literacy services that have a strong impact within their communities. Due to the volume of funding requests, not every applicant that meets eligibility and guidelines will receive funding. The NMCL determines entity eligibility and whether an application and proposed work meets material criteria for consideration. A review committee reads and scores compliant applications using a scoring rubric (Appendix B) and makes funding recommendations to the NMCL Board of Directors. In making award and award amount determinations, the NMCL considers reviewers scores and funding recommendations, contractor past performance, and the overall portfolio of programs (e.g., geographic service area coverage of the group of contractors). The NMCL considers overall balance of a program in relation to local service area needs, clarity of the plan for service delivery, qualifications of key personnel, likelihood of the service's continuation beyond the contract period, and the effectiveness of the proposed evaluation of the project. Also considered is past performance and reporting compliance on prior NMCL grants and contracts, as applicable.

HOW WILL MULTI-YEAR EXTENSIONS WORK?

NEW – The NMCL may consider up to two extensions of one-year for those awarded 2019 contract funding. Receipt of a continuation contract will be based on:

- Availability of funding, including the need to reserve funds for applications to the 2020 Direct Literacy Services Operating Assistance Grants open, competitive application cycle;
- Project performance as reported by the contractor and assessed by the NMCL;
- Responsiveness to the NMCL application review committee recommendations and recommendations made by the NMCL staff;
- Efforts to improve service quality;
- Timely compliance with project and financial reporting requirements; and
- Adherence to contract terms and conditions.

Contractors will be able to make extension requests through a streamlined application process. Contractors that are not approved for an extension may apply to the open, competition cycle.

WHAT HAPPENS IF OUR PROPOSAL IS NOT FUNDED?

Following NMCL decisions, the NMCL sends written notification to applicants by email. The NMCL has an appeal policy and process with a protest submission period of fourteen (14) days following the date on your program's official award notification. The policy can be viewed at bit.ly/NMCLGrants. Note that the NMCL will not consider appeals on the basis of a late submission or for incomplete applications that fail to meet mandatory material requirements. Following the appeal process, the NMCL and funded agencies complete contract agreements. Applicants that are

not funded for the 2019 cycle may apply in the open, competitive application process for future cycles.

WHAT HAPPENS IF OUR PROPOSAL IS FUNDED?

NEW – For funded entities, the NMCL will work each contractor to finalize and approve an outreach and recruitment plan and a student progress and outcome measurement plan. Additionally, the NMCL will perform contractor site and performance evaluations during the performance period. Results of these assessments will be heavily considered in decisions on contract extension into future years and as evidence of past performance for applications submitted in the open, competitive cycle.

The NMCL typically awards funds directly to the service provider; however, for those organizations using a qualified fiscal sponsor, the NMCL will make payments to that 501(c)(3) fiscal agent. The NMCL will make payments to contractors on a reimbursement basis for expenses incurred (reimbursement requests are required monthly or no less than quarterly and shall be submitted on forms provided by the NMCL). Therefore, organizations must be able to pay initial expenses of a project prior to receiving funds and must be prepared to submit regular reimbursement requests.

Funded applicants are required to track and report on services, with a mid-year data check and year-end report (reporting requirements to be provided to awardees upon receipt of contract agreements. See website for last year's reporting requirements). Requirements of these reports may include, but are not limited to, descriptions of progress, challenges, activities, assistance, changes from plan, and other aspects of delivery, as well as detailed counts of tutor and student demographics, literacy/ESL participation, student literacy and other outcomes, engagement length, retention data, and student satisfaction.

WHAT ARE THE REQUIREMENTS OF CONTRACTORS?

Please see the Draft Contract on the NMCL's website for full terms and expectations of recipients of the NMCL's Direct Literacy Services contracts. NEW – Failure to meet requirements may result in termination of the contract prior to completion of the term and will be considered in decisions to extend the contract or award subsequent contracts. Contractors must:

- NEW – Work with the NMCL to finalize a community, tutor, and student outreach plan within the first 30 days of contract start then carry out the NMCL-approved plan;

- NEW – Work with the NMCL to finalize a student progress and outcome measurement plan within the first 30 days of contract start then carry out the NMCL-approved plan;

- Report on project progress, services, student demographics, and outcomes to the NMCL on a mid-year and year-end basis (see prior year NMCL Reporting Pack at bit.ly/NMCLGrants);

- Maintain current program data in the Literacy, Adult, and Community Education (LACES) database or provide the NMCL with data for inclusion in LACES in the specified format, by the required deadlines;

- Provide an orientation to students prior to placing them based on the results of intake tests;

- Participate in an assessment of students' satisfaction, which shall include students' reports about whether they are meeting their immediate, short-term goals for enrollment;

- Record, maintain, and report programmatic data, including registration data; attendance data; instructional hours; test data, including pre- and post-test scores; student goals; student demographic data; and student impact data;

- Provide reimbursement claim forms to the NMCL no less than quarterly;

- Provide the NMCL with a fiscal matching report of the amounts and sources of the Contractor's matching in-kind and cash funds acquired to meet the 100% match requirement, with at least 25% of the match being cash. Funded programs must also report all cash and in-kind goods and services received to show the total worth of the literacy program, including both private and public monies.

Adult
A person who is eighteen years of age or older.

Basic Literacy Services
Instruction in reading and writing the English language, delivered by volunteer tutors to native and non-native English-speaking adults who enter the program reading at or below the sixth-grade level.

Computer Literacy/Technology Education
Instruction by volunteer tutors in the subjects of computer and technology usage. This is distinct from instructional technology used to teach Reading, ESL, or Family Literacy.

English as a Second Language (ESL)
Also known as English Language Learning, includes teaching English to students who self-report their status as non-native speakers of English, with instruction emphasizing speaking, listening, and understanding English, rather than reading and writing English (aka survival English).

Family Literacy Services
Activities that invest sufficient hours and last a sufficient duration to make sustainable improvements in a family's reading capacity that are measurable through a Standardized Assessment Instrument, integrating all of the following activities:
- Simultaneous instruction to parents and their children in literacy;
- Training parents how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training designed to lead to a given family's economic self- sufficiency; and
- Age-appropriate education for school-age and pre-school-age children to prepare them for success in school and life.

Literacy Levels
Literacy levels must be determined using a standard assessment instrument to be administered at pre- and post-test intervals set by the manufacturer and/or the NMCL. Literacy levels are defined by the manufacturer. Contractors must report literacy level outcomes to the NMCL for both pre- and post-tests.

Literacy Service Area
The geographic counties in which a local literacy organization will offer adult literacy education in reading and writing, if selected for funding.

Local Adult Literacy Providers
Entities offering literacy services to adults living in New Mexico, all or most of whom read at or below the sixth-grade level in English.

One-to-One Tutoring
Literacy or ESL instruction provided by volunteers who tutor adults on an individual basis to meet individual goals.

Student
For the purposes of the NMCL Direct Literacy Services contracts, a student or literacy program participant is defined as an individual who participated in the selected year for greater than zero hours of instruction in Basic Literacy and/or ESL at minimum; other services may be included in addition.

Rural Area
The review committee uses federally defined criteria in confirming whether an applicant location and service area are rural.

Standard Assessment Instrument
A test that a given literacy provider administers to all its students in the same manner.

Tutors
Volunteer instructors who provide literacy and/or ESL services and are trained via ProLiteracy and/or NMCL tutor training, or a method approved by the NMCL.

Workplace/Workforce Literacy
Tutoring in the workplace or tutoring in job literacy skills and literacy as it pertains to the workplace.

Material Criteria	
Application submitted on time	Pass/Fail
Meets eligibility criteria	Pass/Fail
Confirmed applicant entity or fiscal sponsor registration as corporation or government unit	Pass/Fail
Confirmed state filings up to date (submissions or proper extensions)	Pass/Fail
Required questions answered, authorization completed	Pass/Fail

Scored Criteria (250 points possible)	Points
Community Need Considerations include: Counties applicant will serve and area rates of low-literacy individuals in among the adult population (federal literacy data supplied to reviewers); degree to which adult basic literacy services are not being met in the service area counties by entities other than the applicant; service to rural areas (federal rurality data supplied to reviewers). (Relevant application sections: Literacy Services Profile, Agency Financial Information, Request Information)	40
Program Design and Ability to Meet Community Need Considerations include: Degree of proposed service alignment with the NMCL's emphases on one-to-one volunteer tutor instruction to adults with lower literacy levels; soundness of intake, orientation, and tutor matching processes; understanding of student barriers and challenges and efforts to align program design and services to meet community needs; performance meeting prior year proposed goals/objectives for the prior grant, if a prior grantee/contractor; letters of support, if not a prior grantee/contractor; level at which program will engage populations served in program design and improvement; degree to which student and tutor populations are/will be reflective of the needs and demographics of the community; plans for referred/direct supports addressing socio-economic needs of students. (Relevant application sections: Basic Information, Literacy Services Profile, Request Information)	60
Program Quality Considerations include: Appropriateness and robustness of student persistence strategies in relation to community setting and need; strategies planned to support and reengage disconnected students; approaches for combatting student fear and stigma; strength of plans for tutor training, staff professional development, and quality improvement in relation to entity size and resources; degree of community support for the literacy project as shown by partnerships with other agencies, interagency coordination, and referral sources. (Relevant application sections: Literacy Services Profile, Request Information)	40

Scored Criteria (250 points possible)	Points
Performance and Evaluation Considerations include: Reasonableness of planned service levels in relation to entity size, as shown by the balance of intake of new students and tutors with support of those students and tutors; service area, and resources; use of meaningful proposed outputs/outcomes that align with NMCL aims; use of measurable indicators suitable for applicant-defined outputs/outcomes; past ability to meet previous fiscal year stated goals, if applicant is a prior grantee/contractor; demonstrated record toward quality assessment and improvement, if prior grantee/contractor; and adequacy of learning levels and goal attainment measurement tools, including use of one or more Standard Assessment Instruments. (Relevant application sections: Literacy Services Profile, Request Information)	40
Applicant Characteristics, Experience, and Capability Considerations include: Upload of required roster attachment (all applicants); upload of required letters of support (new applicants only); level of experience and qualification of personnel engaged in the project; ability of described infrastructure and organizational capacity (including governance bodies like boards of directors) to support literacy programming; responsiveness and adequacy of efforts to address prior recommendations by the Review Committee or the NMCL staff, if prior grantee/contractor (if applicable); and preference for literacy providers that are independent and community-based organizations. (Relevant application sections: Literacy Services Profile, Request Information, Required File Uploads)	40
Financial Information Considerations include: Upload of required financial information; upload of required budget; budget request amount within minimum and maximum limits; ability of requested funding level and use to support applicant aim of sustaining, expanding, or starting services; adequacy and availability of in-kind and/or cash funds sufficient to meet match requirements; preference for entities with service areas that have low available financial resources/support; preference for entities not receiving large sums of public monies for use with adult literacy; preference for literacy organizations with less financial and in-kind support from a parent institution/agency. (Relevant application sections: Basic Information, Literacy Services Profile, Request Information, Required File Uploads)	30

New Mexico Coalition for Literacy

Supporting community-based adult literacy programs over 32 years!

1-800-233-7587

@NMAdultLiteracy

www.newmexicoliteracy.org

The mission of the New Mexico Coalition for Literacy (NMCL) is to coordinate, expand, and enhance
New Mexico programs so adults can read and write to achieve their goals.

The NMCL was established in **1987** by First Lady Katherine Carruthers to act as a clearinghouse for information, communication, and networking in the adult literacy field; it was also formed to provide funding, training, technical assistance, and outreach services to community-based adult literacy programs throughout New Mexico, among just a few of its core services. NMCL programs apply for grants through a competitive application process and are accountable through reporting and grant agreements with the NMCL, along with project and progress tracking.

The State's investment in adult literacy earns income for New Mexico and furthers its efforts in the Arts, Critical Thinking, Innovation, the Economy, Pre-K, Adult Education, and Higher Education because adults improve their literacy skills in life and work.

There are two systems for second chances in education for adults in New Mexico - adult literacy and adult basic education. The total number of adults served by both systems meets only 4.8% of the total need. There are an estimated 286,008 adults who need basic literacy services, a modest estimate. Regardless, New Mexico is only meeting a fraction of its adult literacy needs. New Mexico requires more resources and more consistency in the delivery of them.

The NMCL is a private, nonpartisan, nonprofit corporation and partners with the New Mexico Higher Education Department through a general services contract to offer adult literacy services statewide as the only provider of this essential instructional service to adults.

The average cost to train and certify one volunteer tutor through the NMCL is only $100.00 and the average annual cost per student is just $500. Last program year, NMCL program served 1,273 adult literacy students through the assistance of 567 volunteer tutors!

The NMCL's Indirect costs are only 7% (Administrative); its Direct Service costs are only 93% (Program)!

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.

Maimonides
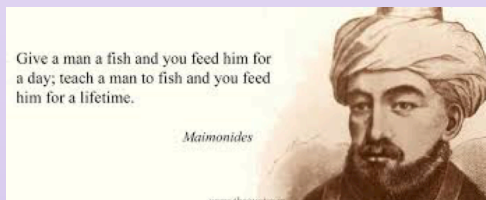
Programs currently funded are located in:

● Albuquerque	● Carlsbad	● Deming	● Espanola	● Lordsburg	● Moriarty
● Rio Rancho	● Ruidoso	● Santa Fe	● Silver City	● Socorro	● Taos

New Mexico Coalition for Literacy
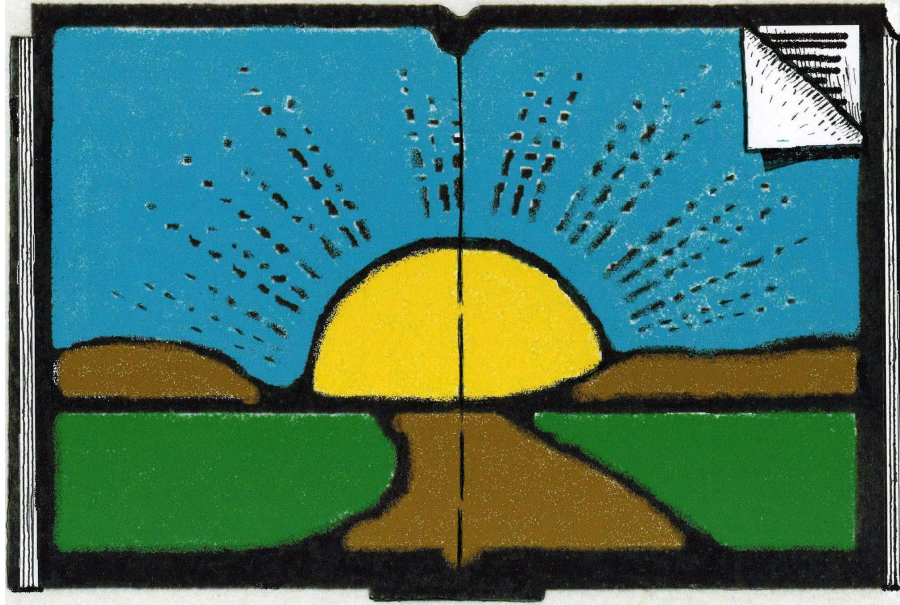
Year-End Report
2018-2019

Prepared by

Heather Heunermund, M.A.
New Mexico Coalition for Literacy
&
Curtis J. Mearns, Ph.D.
Pivot Evaluation
15 August 2019

Contents

Introduction

Origin

First Lady Katherine Carruthers developed a statewide system of grassroots, community-based adult literacy programs in 1987 as a response to public concern over the staggering low literacy rates for adults in New Mexico. Politicians and business leaders commonly consider these low literacy rates as one of several main factors contributing to difficulties attracting higher paying jobs to New Mexico. Low literacy levels in a significant portion of the population likely contribute significantly to New Mexico's low per capita tax revenues.

This statewide system for adult literacy programs is based on the approaches to literacy instruction introduced by the Literacy Volunteers of America and Laubach Literacy Action, who promote the use of volunteer tutors trained in various approaches to individual instruction. The volunteer nature of this work has been deeply ingrained in the New Mexico Coalition for Literacy (NMCL) since its inception. The NMCL requires grantees to use volunteer tutors who are trained by NMCL vetted professionally tutor trainers, in order to receive funding. The voluntary nature of the instructional tutors ensures that the State's investment brings the largest return on its investment. Tutors participate in a full 8 hours of training before beginning to work with students and all sites are now required to meet increased training and program management standards in subsequent fiscal years on a path toward continued improvement.

The nature of this volunteer tutor work differs fundamentally from classroom teaching in its approach to students (where and when to meet, for example), lesson plans (designed based on student goals), activities (directly related to goals and skills building), and delivery (individualized instruction provided one-to-one). Program directors structure services to maintain a professional cadre of volunteers who provide students quality instruction and can scale capacity up or down as funding fluctuates. This commitment to volunteer tutors impacts every aspect of the program, from availability of staff, to the ability to build trusting relationships that foster student success. While paid staff could conduct this work in other contexts, one participant observes they "…had experience with paid teachers and they did not work for me." However, the program staff at many sites report that crucial differences remain with regard to previous educational experiences and response to stigma. For example, students quite often recount having struggled in a classroom setting, feeling embarrassed and lost. Individualized, private tutoring helps students make a first step

toward improving their literacy. Eventually, they will learn to feel more comfortable in traditional educational settings as they advance their own learning and tutors commonly work with students on this as an outcome related to their goals.

The social, emotional, and unique learning needs of students of New Mexico require the range of services and the types of goals provided by the NMCL and adult education. Consequently, the NMCL network provides community-based volunteer concentration in Basic Literacy and English as a Second Language (ESL) skills as an entry level to other adult educational opportunities. Participants in NMCL programs have personal goals that parallel academic goals but resist traditional academic testing and outcome measurement. While other important programs provide educational services, NMCL member organizations serve individuals unlikely to use services funded under the Workforce Innovation and Opportunity Act. For example, when students fail to attend enough sessions in an 18-week period, they may be dropped from the class. Only students with resources to support their learning succeed and those without resources fail. Such a process is called screening. The NMCL and its programs do not use a screening process. The NMCL's removal of time constrains engages individuals who would be unsuccessful in time bound systems.

The NMCL (2014a) year-end report contains details of these service and goal attainment profiles. Students in the NMCL network often have experienced various traumatic events that tutors coach students through until they are ready for classroom experiences. Other students have had adverse experiences with classroom teachers and contexts so they will only work one-to-one. Also, classroom experiences require continuous commitment for extended periods of time (e.g. 18 weeks). Many NMCL students do not have the privilege of such long periods without life interruptions.

Here lies the importance of one-to-one tutoring. At the end of a continuum of literacy skills, students have a plethora of contexts requiring one-to-one tutoring including but not limited to stigma reduction, alternatives to intimidating institutions, and lack of geographic opportunity. Other factors limit NMCL students from participating in more traditional interventions, such as lack of transportation, lack of childcare, lack of time, and most importantly the need to focus specifically on lessons catered to practical, real-life goals, which so often attract students to literacy programs. Mainly, NMCL students seek programs to attain non-academic goals, with higher academic goals being distant aims in the future. As such, the NMCL creates future adult and higher education participants.

Need & Context

Estimating the need for literacy services poses a number of challenges. To use the word stigma to describe why people do not come forward and ask for help overlooks behaviors people adopt to compensate for their abilities. Individuals may struggle along for years before their need to read increases. Their adaptive behavior may work for years until that next job opportunity, or a less understanding supervisor comes along. Individuals often report challenges having nothing to do with their previous educational opportunities yet being unable to take full advantage of the educational opportunities before them. A group of adults eventually reach adulthood with low literacy skills. The U. S. Census and National Reporting System for Adult Education each propose multipole methods for estimating the population in need. Stephen Reder summarized these and provided NMCL various estimates using these methods. The average of these estimates shows that approximately 327,000 individuals require services. About 45% of those are in the workforce or unemployed hoping to join the workforce. The remaining 55% may still benefit the State of New Mexico by improving their reading. They may read to grandchildren, impressing upon them the value of education, they may more effectively interact with government services by reducing their need for direct face to face interaction with State service provider representatives.

The Workforce Investment Act (WIA) of 1988 and the recent Workforce Innovation and Opportunity Act (WIOA) of 2014 fund programs operated in New Mexico and other states. Both WIA and WIOA include Title II, the Adult Education and Family Literacy Act (AEFLA), that creates a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy activities. These partnerships are a tacit acknowledgement that a portion of the population requires direct tutoring outside traditional university, college, and community college contexts.

In recent years, the AEFLA required states to provide a match to supplement the federal funds received under AEFLA. New Mexico designated the Higher Education Department to administer its AEFLA funding and programs and continues to provide services under the match of State funds despite challenging economic conditions in the State. NMCL's network opportunities do not count as matching funds for the AEFLA grant program because it places a priority on student driven personal goals rather than academic goals. Assessment in this qualitative context does not necessarily align with the AEFLA requirements but does greatly enhance the program by matriculating students to the next level of opportunity. The NMCL is improving measurements of the outcomes of this positive partnership.

The NMCL's funding is appropriated by the State Legislature's General Fund and is subject to the recent ill winds of economic challenge. With limited funding, local

providers compete for funds to operate programs providing these educational services. Worthy sites are often underfunded. In this context, programs experiencing reduced funding and services can easily wither and leave a hole in the social safety network fabric. State funds to the NMCL capitalize on the goodwill of New Mexico citizens and increase the value of the State appropriation. That value is then magnified again by providing students who might otherwise not participate in AEFLA programs with opportunities for learning through community-based programs and eventual participation in AEFLA programs.

Evaluation Principles

Outcome measures must match goals; Therefore, it is important to distinguish between NMCL's goals of supporting network sites versus the goals of the sites themselves. NMCL offers training, access to a data system, funding, and marketing of services for their participating sites. Since the NMCL Network site goals focus on literacy intertwined with life skills, qualitative outcomes are most appropriate. Quantitative description provides general statements about most participants, or averages, or distributions of observations - people in this case. This report will present both the NMCL outputs and the Network site outcomes. It is this system of service provision beginning with administrative support and local control that facilitates goal attainment for sites and their clients.

Another basic concept in these sorts of analyses is that cases on the extreme require special analytic treatment. As educators work with populations toward the extreme end of a distribution, many common outcome measurement rules begin to break down. Intervention rules fail due to incorrect causal assumptions.

For example, after interviews with tutors and students, it became clear that a portion of the population faced undiagnosed memory and processing challenges. These adults had lived significant portions of their life and never received diagnoses for these challenges. Traditional educational approaches fail in these contexts, and traditional goals for such students do not apply. Instead tutors work to help students develop methods to adapt. Such qualitative personal goals advance the interests of the student with measurable impact to the state; however, common reading level gains may be more difficult to document. Common quantitative outcome measures have become irrelevant and qualitative life skills acquisition takes over.

Another example of the problems of using traditional evaluation approaches with truncated populations can be seen in discussions of intensity of instruction. Student participants in NMCL site level programs must have leisure time to commit to assigned

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instruction - one-to-one tutoring or small group instruction. NMCL sites and their students have no compulsory relationship. People living at the lowest levels of the socio-economic scale face more health challenges which cuts into their time on the job and other opportunities to improve themselves. They must care for sick family members. They live in high crime neighborhoods which interferes with their lives occasionally. They move more frequently. People with higher income experience the same life interruptions, but NMCL participants just experience far more of them and have far fewer resources with which to deal with them. *NMCL sites have no control over the intensity of instruction due to student circumstances.* Indeed, the beauty of these programs is the patience and one-to-one coaching associated with addressing some of the myriad challenges these participants face. Without such patient tutors, many of these students have no other options.

New Mexico is one of the nation's most impoverished states and these personalized literacy interventions offered only through the NMCL provide opportunities (site staff call them steppingstones) so people can climb out of poverty themselves. These personalized and empowering literacy interventions provide insulation from associated stigma by building trust with their tutors. The interventions also avoid intimidation of large institutions that many participants have developed over the years. Such intimidation develops from many messages an individual receives through life, many of which have nothing to do with the large institution. For example, a large number of participants feel that colleges are places that smart people attend and conclude that they do not belong. They get confused about where to go and what to do, so they stay far away.

Establishing goals for NMCL's focus population requires careful thought, the flexibility to update them as more information is learned, and an understanding that most common goal setting approaches do not apply. The NMCL Network considers three distinct levels of goals: participant, program, and system. Tutors set student goals according to training and pedagogical standards as the student's context dictates. Program goals focus on local community needs requiring flexibility in program focus. System goals include alignment with other opportunities for the focus population.

Alternative literacy option exist outside the NMCL Network. These options include university programs and community college outreach. These valuable alternatives generally serve individuals with less anxiety about institutional reputations.

New Data Collection Methods

To better report outcomes from sites around the state and investigate effective program practices, the NMCL offers a shared data system, with site level privacy controls in place, allowing for common data collection and reporting. In fiscal year 15-16, the NMCL adopted the use of the Literacy, Adult, and Community Education System (LACES). While this system is not mandatory, most sites participate. However, in an effort to improve data reliability, the NMCL is giving serious consideration to making the use of LACES mandatory in future fiscal years. At present, sites that do not participate offer data sets and the NMCL hand enters that data into the system. There are a number of challenges when offering programs an alternative to direct use of the system themselves. Those challenges emerge from two sources: collecting data from the site's system and driving the data into the LACES system. Data stored in another system may not have the same coding required for the LACES system. For example, ethnicity has no common reporting format (LACES uses the U.S. Census definitions). More importantly, goals often differ. Other challenges include manually assembling the data files from various interface options on the original system.

Historically, the NMCL had been hampered by individually designed and collected data sets across sites. This made counting individuals served challenging, especially when describing variables such as income, ethnicity, gender, and age. The NMCL began to implement a common data system to facilitate accurate reporting including use of standard operational definitions. However, each site must be trained further in the proper implementation and consistent use of these operational definitions. This report marks the close of the third year of the new data system's implementation and continued improvement in data quality and reporting.

When implementing such systems, NMCL staff make *critical data collection decisions in advance of the data's use.* Part of implementing the data system included a desire to evaluate various implementation methods to improve outcomes. Annual training and site level support has helped sites accurately manage their data by the end of year 4. However, the system requires additional adjustments next year before goals can be reported more completely. For example, the goals sites reported emerged from combining lists from each site; however, there is an opportunity to categorize and organize them such that they more accurately represent the personal goals and their companion academic goals.

During year 5, NMCL plans to update its goals section and provide training in how to interpret, collect, and record these goals. Currently, staff must manually enter a student's progress. Forgetting to update results of academic goals met for level gains leads to under reporting of student progress, though the data is in the system, as

students have been assessed with a formal instrument and the assessment results have been entered in LACES. Level gains in this context will follow those found in the assessments that sites choose to use.

Finally, the data field that calculates growth over hours of instruction using test scores requires multiple years' worth of data, where prior years' data influences current reporting. The NMCL addressed these dependencies by extending to 365 days (the most LACES allows) the period that assessment scores from previous years can be used to calculate academic growth. This extension increases the number of students with two test scores allowing growth calculations.

One of the conditions leading to under reporting here and in the previous report came from the report due date. Sites had to report outcomes before the end of their contract year. Students may have completed testing after the NMCL pulled the snapshot data they reported on. Because of the way LACES rolls data over, those students' accomplishments did not appear in the next year's report either. HED updated reporting dates that favor more accurate reporting, and this report reflects those changes.

As implementation of the data system in year four closes, the NMCL has planned system modifications to better represent outcomes of individuals' site level accomplishments. For the 4th year, site staff have improved their understanding of the system and improved the accuracy (more complete records) of their reporting. Nevertheless, NMCL staff and local program site staff continue to learn about system nuances and dependencies that allow for detailed program evaluation, analysis, and reporting.

Despite the challenges of adopting a common data collection system for all sites and the challenges of managing both a new system and the LACES – participating and non-participating sites, NMCL wishes to accurately describe the transient nature of its students through its data collection methods. Currant outcome reporting requirements disregard the reality of student periodic engagement and LACES has no standard long-term analytic capabilities. The special needs of adult literacy students, such as inconsistent participation, makes demonstrating level gains from one year to the next year difficult. Through support services, like childcare subsidies, transportation subsidies, and other creative partnerships, the NMCL hopes to mediate these challenges.

The NMCL has designed its data collection system to collect both the immediate personal goal accomplishments (qualitative) as well as the academic accomplishments

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(quantitative). The academic accomplishments require the extended time horizon, and NMCL is committed to gathering them as appropriate. As data accrues in the system, the NMCL looks forward to studying long term engagement patterns and associated outcomes.

The NMCL also plans to study early student engagement to provide guidance for site staff and perhaps improve the participation criteria for inclusion into final reporting. Long term studies may indicate that significant portions of students have minimal hours in the first year but engage more earnestly afterwards. Or perhaps many of those students are never seen at the site again. In the first case, the NMCL may elect to count students, but in the last case the NMCL may raise the hours commitment to include students in final reporting counts. LACES should help NMCL develop rationale and operational definitions for program inclusion.

New Mexico Coalition for Literacy Organizational Outputs

Programmatic Information

Site List

In an effort to serve programs fairly and equitably while maintaining level funding this year, the NMCL offered a competitive subaward process due to the high levels of community needs identified throughout the State. Four years ago, NMCL began re-engaging higher education organizations in an effort to provide bridges for basic literacy participants to more easily access higher educational opportunities. Many other sites operate out of public library spaces for student convenience or have associated facilities (e.g. across the street). Such arrangements amount to in-kind donations and cost savings. Figure 1 shows the location of sites.

Figure 1. 2018-19 Geographic Distribution of Sites
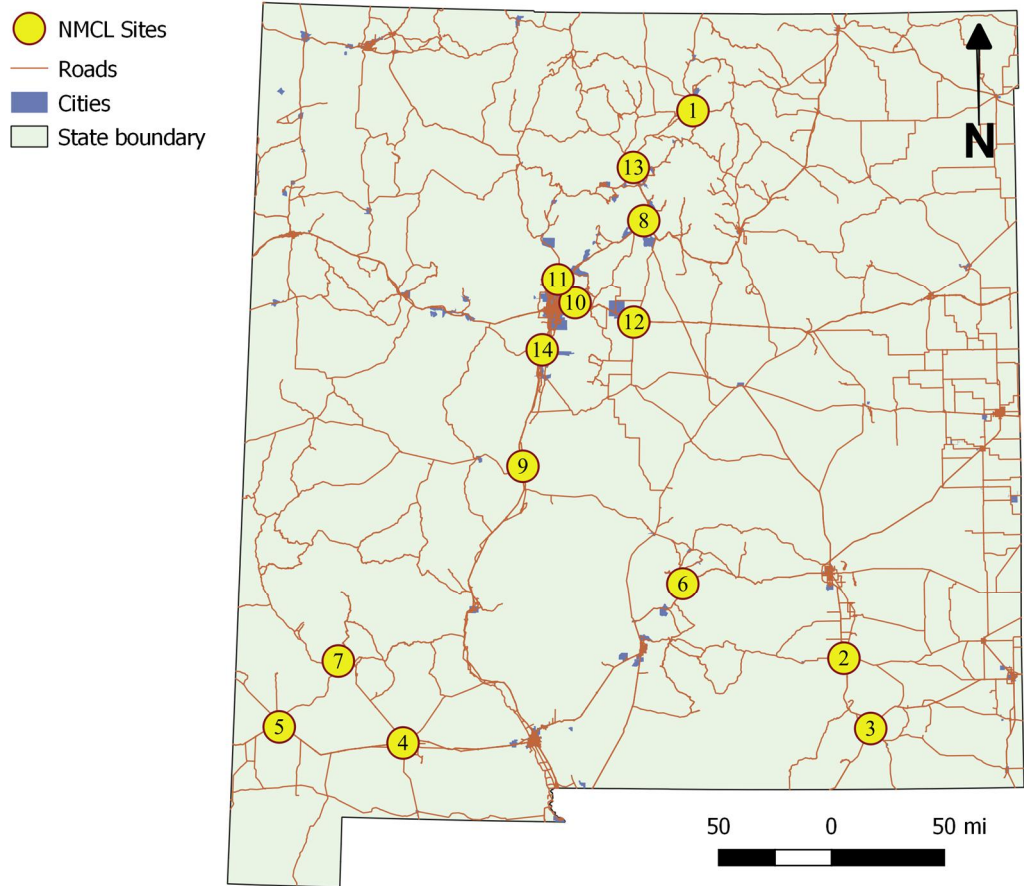
Program Locations
1) Adult Learning Center at UNM – Taos
2) Artesia Literacy Council
3) Carlsbad Literacy Program
4) Deming Literacy Program
5) Hidalgo County Literacy Program, Lordsburg
6) Lincoln County Adult Literacy, Ruidoso
7) Literacy Link-Leamos, Silver City
8) Literacy Volunteers of Santa Fe
9) Literacy Volunteers of Socorro County
10) Reading Works, Albuquerque
11) ReadWest, Rio Rancho
12) Read "Write" Adult Literacy Program, Moriarty
13) Rio Arriba Adult Literacy Program, Espanola
14) Valencia County Literacy Council, Los Lunas

Training Events

The NMCL held 15 tutor training events around the State, training 173 new tutors. It also held 7 Board, Program Management, and Induction Development (tutor trainers) trainings. There were two in-person directors' meetings held this year to focus on CASAS and other program matters.

Pre-service, in-service and professional development trainings are for site-level board members, volunteer tutors, and staff to help them understand and perform in their roles better. Pre-service trainings (about 8 hours) are conducted at sites throughout New Mexico by ProLiteracy and NMCL-certified instructors who provide potential tutors with ideas for techniques and resources for working with lower-level students and how to plan lessons for unique adults. At the Annual Meeting and Conference this year, the NMCL offered workshops on movement, assessments, goal setting, board information, and other topics. The NMCL also offers a Referral and Recruitment hotline, sponsored by KOAT-TV, which resulted in 38 referrals. Figure 2 shows all trainings conducted by NMCL.

Figure 2. NMCL Training Events
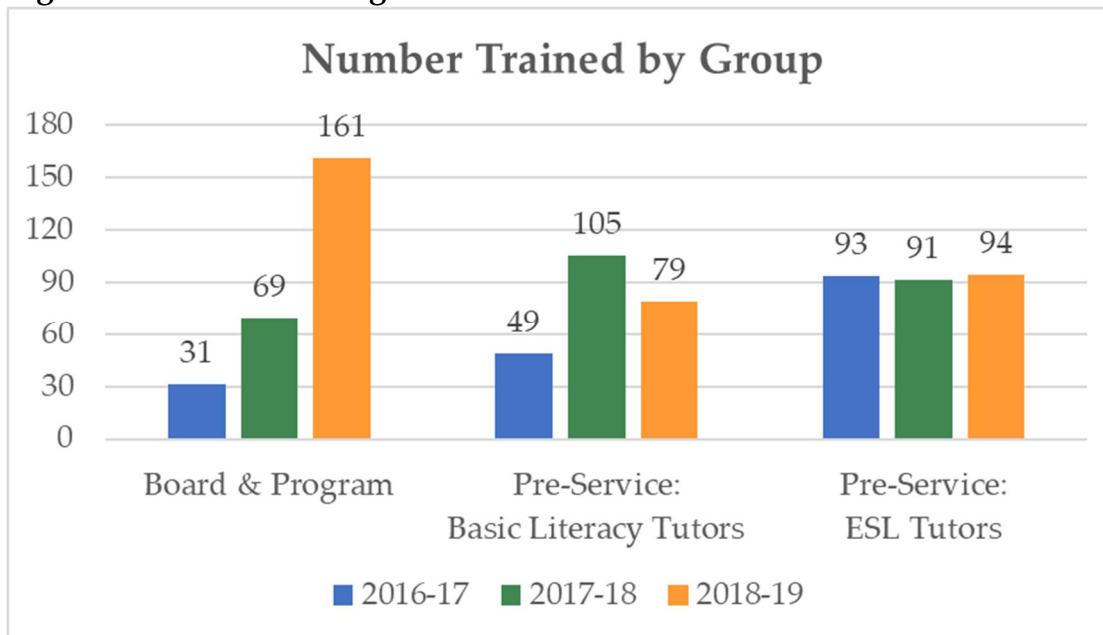
Funding

New Mexico's legislative investment capitalizes on additional resources that sums to nearly triple the value of the initial investment. Table 1 shows funding sources, while Figure 3 shows a graphic representation. Currently NMCL does not value the overhead associated with property discounts. Most facilities have made local arrangements for

extremely affordable space to operate. The return-on-investment (ROI) model differs from other educational models. This model capitalizes on local citizens willing to volunteer for their community and become involved in its betterment. Whether or not citizens volunteer time, make donations, or facilitate fundraising, this model emphasizes civic and community engagement. Other valid ROI models include classroom arrangements where a single teacher serves multiple students. These programs emphasize rapid academic advancement over civic engagement. Each model has its place for meeting different population needs.

Table 1. Funding Sources

Source	Amount 2016-17	Amount 2017-18	Amount 2018-19
State contract	$661,300	$661,300	$661,300
Other funding sources. Local programs & NMCL sites grants, donations, fundraisers	$257,600	$411,700	$632,047
In-Kind raised in addition to state contract	$890,250	$978,580	$1,621,857
Total program funding	$1,809,150	$2,043,580	$2,915,204.00

Figure 3 Relative Investment by Source
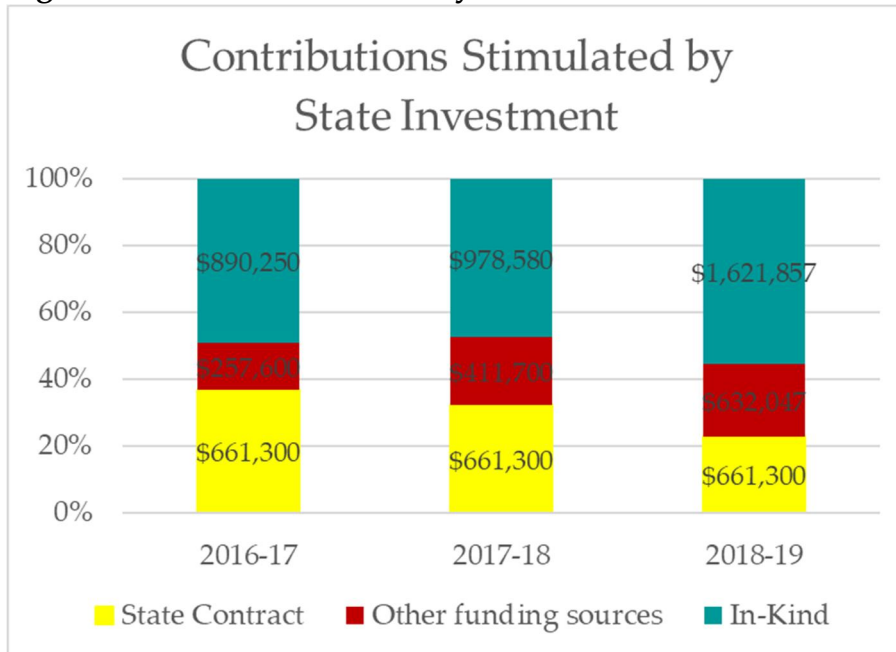
Quality Improvement: Student Satisfaction

The NMCL provides a template to its funded programs so they can administer a student satisfaction survey year-round as students enter, continue with, and leave the program; the NMCL is committed to as much site level autonomy as possible and empowers site staff to manage their own student satisfaction processes. To ensure its delivery, the NMCL does require that all sites administer this student satisfaction survey to ascertain student progress on goals and satisfaction with services through its subcontract with these local sites.

Director Input

The Director works to maintain and expand the NMCL's presence as the hub for literacy activities by helping local projects band together – sharing outreach, instructional resources, instructional methods, and documentation processes. She has implemented reporting and testing standardization in an effort to cut cost and time investments at the site level. Among her successes she counts building and winning AmeriCorps project funding with collaborators that will connect local programs with adult basic education opportunities.

Staying current with the literature and trends in the field remains a large part of the director's responsibilities. This ensures local sites have access to best practice discussions to support on the nonprofit adult literacy sector. Additionally, she reviews new trends in education, counseling, community service, and other relevant and related fields to connect adult literacy services to under-represented and marginalized populations to open access to literacy for all.

Finally, in addition to trainings for staff described elsewhere, the director provides consultation and mediation to local staff upon request. Her experience often helps sites avoid negative results when conflict arises.

Outcomes for New Mexico Citizens

Characterizing outcomes for this population and program presents a number of challenges. First and most importantly, rarely does a student arrive at the door of a service provider and say, "Hey, I'm illiterate. Can you teach me to read?" Sites know this and build services that meet individual student needs while minimizing the stigma associated with those student needs. By definition, literacy goals do not directly apply, but form part of a complex puzzle. That puzzle includes such features as personal goals, educational goals, motivational milestones, and educational interventions. Second, to address the variation in student needs, the NMCL has begun characterizing educational goals and personal goals as separate items. This will help the NMCL report

educational outcomes while demonstrating the variation in student needs. Third, most participants in the population being served engage for brief periods of time over and over with extended breaks between engagements and programs allow for this because they do not screen as a general practice. Therefore, timeframes for outcomes aren't easily characterized. Past reporting practices have used varying time periods for capturing assessment results. This report uses a 365-day period from the previous year to capture two assessments (potentially a two-year period).

Goal Attainment: The Qualitative Component
Many participants begin their programs with multiple personal goals. For example, individuals may wish to improve their ability to fill out employment applications and read to their children. Programs allow students to select multiple personal goals (Table 2), so goal counts represent the number of goals chosen rather than the number of students, which means that the number of goals could exceed the number of participants. This qualitative data element has been challenging for site personnel to fill out adequately. The values below show dramatic reporting improvement, but still likely underestimate the numbers of selected goals and their attainment due to overlapping operational definitions. The NMCL has plans to address this reporting challenge through training and the revised goals process mentioned above. In addition, most goals are collected at year-end during the time when students are post-tested. Due to this report's early due date (June 20), the NMCL has requested a new due date of August 15, which is after fiscal year-end, so that programs may have time to test students and collect and enter data.

Table 2. Personal Goal Attainment

Goal Attainment (Duplicated Count)	2016-17	2017-18	2018-19
Improve English proficiency	348	327	300
Become proficient in English	115	98	225
Enroll in ABE	97	97	133
Achieve basic digital literacy skills	77	55	40
More involvement in children's education	43	30	40
Become employed	42	19	25
Visit public library	37	33	34
Obtain a library card	32	24	21
Advance in employment	25	21	47
Other	21	19	52
Read more to children	21	16	51
Complete HSE studies	18	18	19

Reading & Math Improvement: The Quantitative Component
The NMCL monitors Reading and Math improvement using standard assessment instruments, such as the Test of Adult Basic Education and other assessments sites prefer to use. Two versions of growth inform decision making: level gains from pre- and post-test and assessment improvement by instructional hours. Many challenges to gathering definitive results exist. The method used to calculate reading level gains employs highly restrictive measures that underestimates, to a great but unknown degree, the number of participants actually improving their reading. The goals section requires site staff to report level gains manually, which requires discipline to follow through (often on the tutors' part). However, this year NMCL used TOPS-Pro, the software version of CASAS to catalog student performance. This implementation began in February, so the benefits are only partially seen. Next year, more complete and accurate test results will provide the best look at student performance in the history of NMCL.

Figure 4 shows more students reaching their reading improvement goals each year. Year 2 underestimated actual numbers as sites modified their test reporting practices providing standard results. The data system standardized program data collection. Challenges in the field relative to assessment led NMCL to adopt a standard assessment system. This hardened sites against potential copyright violations, while simplifying test scoring and reporting.

The new data system auto-calculates the hours of instruction relative to reading level gains (as measured by site selected assessments). This year, it took an average of 30.7 instructional hours to raise a participant's reading performance one level (as measured by site selected assessments). This minor increase from year two (37.7 yr 1, 30.7 yr 2 hours) show the system helps gather accurate student progress as they participate. Figure 4 shows the number of individuals site staff reported with goals set and goals met dates. This likely underestimates the true number of individuals who actually improved to a significant degree because a number of students in LACES work to improve their reading and writing at literacy programs without properly documented goals recorded in LACES. The NMCL offers a data guide and annual training to assist with accurate data entry, which improved reporting this year. The NMCL has plans to change how these results are drawn from the system to better reflect student progress in the coming years.

Figure 4. Validated Reading Growth
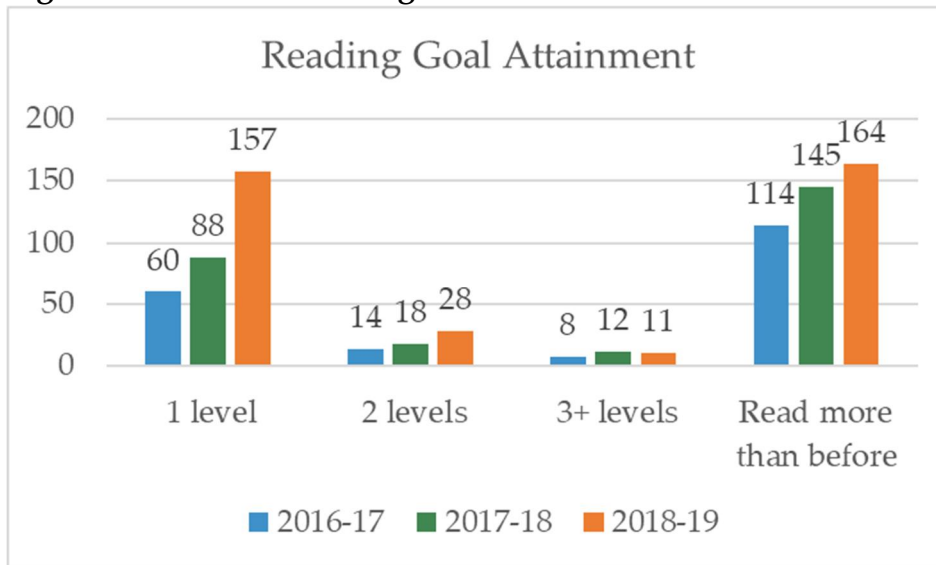
While instruction in writing forms a critical feature of reading instruction, assessment costs constrain current program assessment abilities to reading and math. Site staff currently use no standard assessments to determine student writing levels.

Numeracy growth includes all the same data collection and reporting challenges as reading. Figure 5 shows numeracy goal attainment.

Figure 5. Validated Numeracy Growth
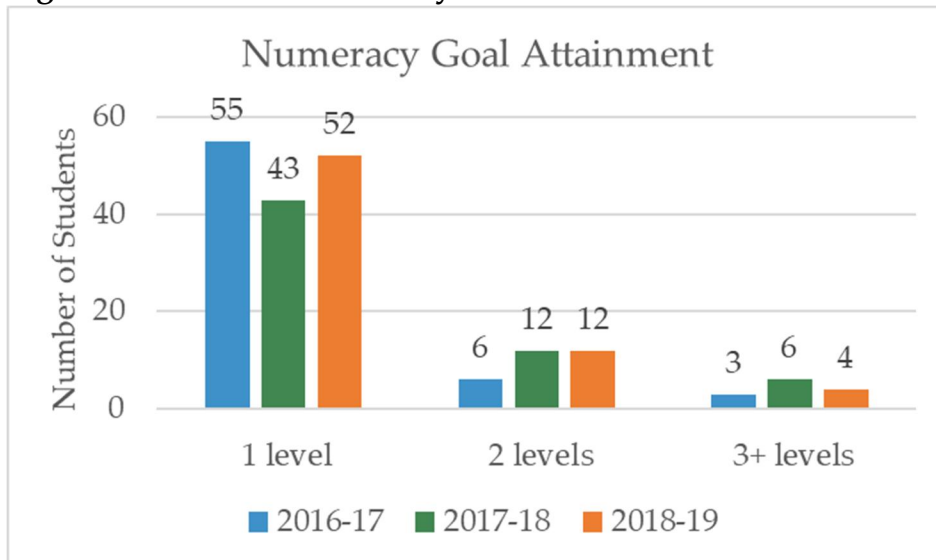
Student Participants

LACES continues to produce results that rectify and can be validated. Site staff appreciate the ease of entry, flexibility of viewing, and quick reporting features, among some of its assets. Last year, one non-LACES participating site provided data files too late to incorporate into the reporting system. This year all sites submitted their data in time for report inclusion. Non-laces sites continue to provide a very small percentage of incomplete data. Results reported here likely underestimate actual participation to a very small degree (estimate is less than a percent).

In this report, 1,273 students received more than zero instructional hours. New students accounted for 57%, while returning students represented 43%. The proportion of returning students has increased every year since the new data system began. The NMCL monitors duration of participation because site directors report that students engage, disengage, and re-engage as life events interrupt student educational goals (as mentioned above). The NMCL expects to conduct additional analyses of participation patterns, as it has in years' past, and will continue to present its results to member organizations. The goal of such an effort is to learn additional ways to characterize student engagement patterns and facilitate their success, in addition to sharing promising practices.

NMCL sites offered one-to-one tutoring to 42% of students, while 49% received group instruction, and 9% received both one-to-one an group instruction. The proportional decrease on one on one tutoring, may be driven by immigration patterns in New Mexico, as they have welcomed populations from around the world including the Middle East and Africa. The NMCL is in the process of analyzing the meaning of this result and whether it is fair to draw conclusions in the context of one year's worth of comparative data. Females made up 68% and males 32%, the remainder (Figure 6) of participants. Figure 7 shows participation from the busiest sites and combines sites contributing less than 8%.

Figure 6. Student Gender

Student Gender 2018-19

Female: 64% (2016-17), 68% (2017-18), 68% (2018-19)
Male: 36% (2016-17), 32% (2017-18), 32% (2018-19)

Legend: 2016-17, 2017-18, 2018-19
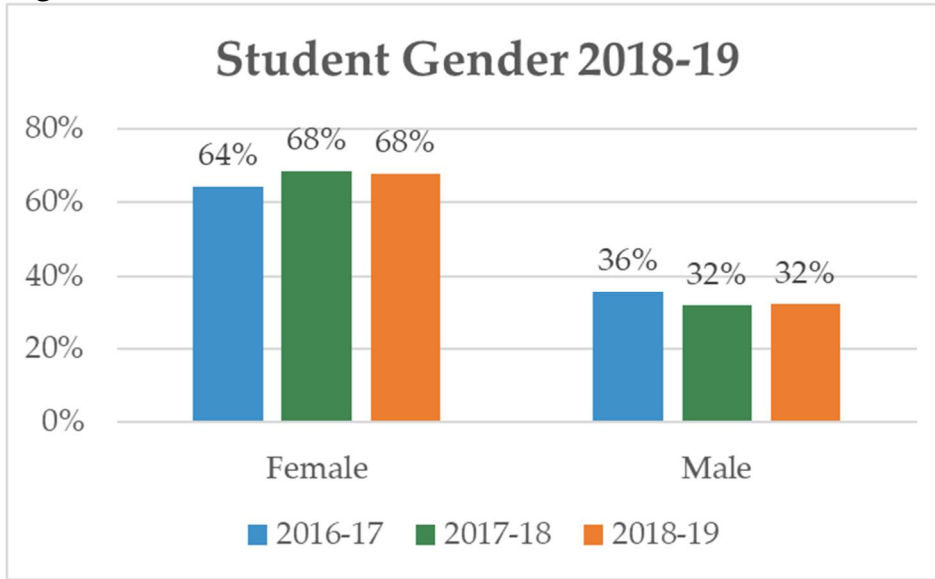
Figure 7. Participation by Site

Student Participation by Site 2018-19

Literacy Volunteers of Santa Fe: 29.4
ReadWest: 29.40, 20.6
Literacy Link - Leamos: 17.00, 12.7
Lincoln County Adult Literacy: 10.10, 8
Others: 43.50, 29.3
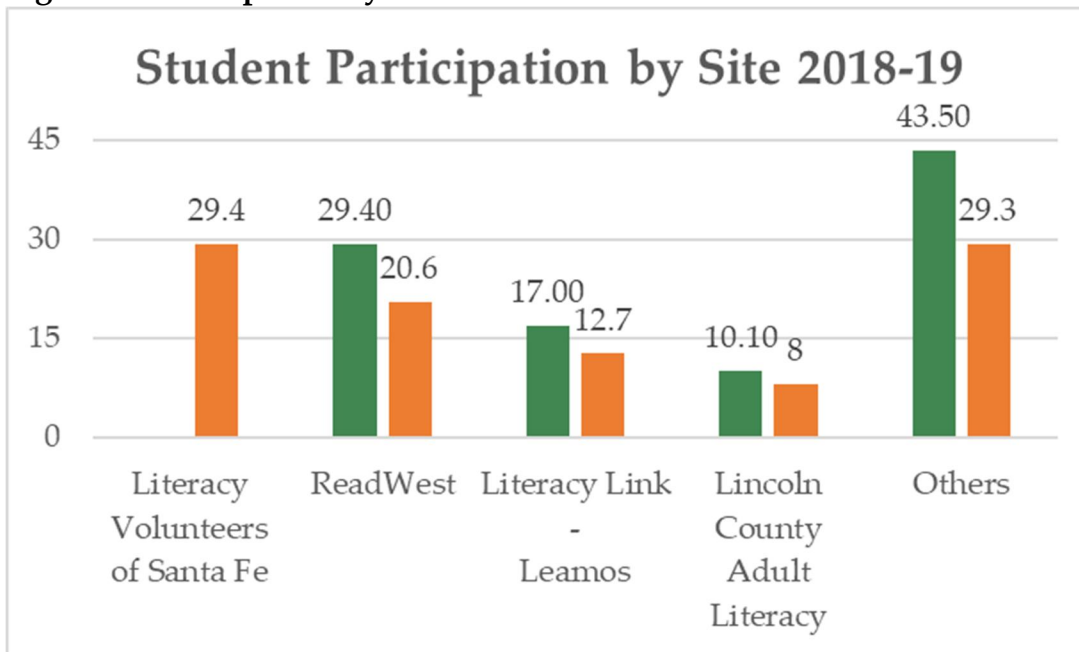
Figure 8 shows the ethnic make-up of participants using the federal required categories.

Figure 8. Participation by Ethnicity
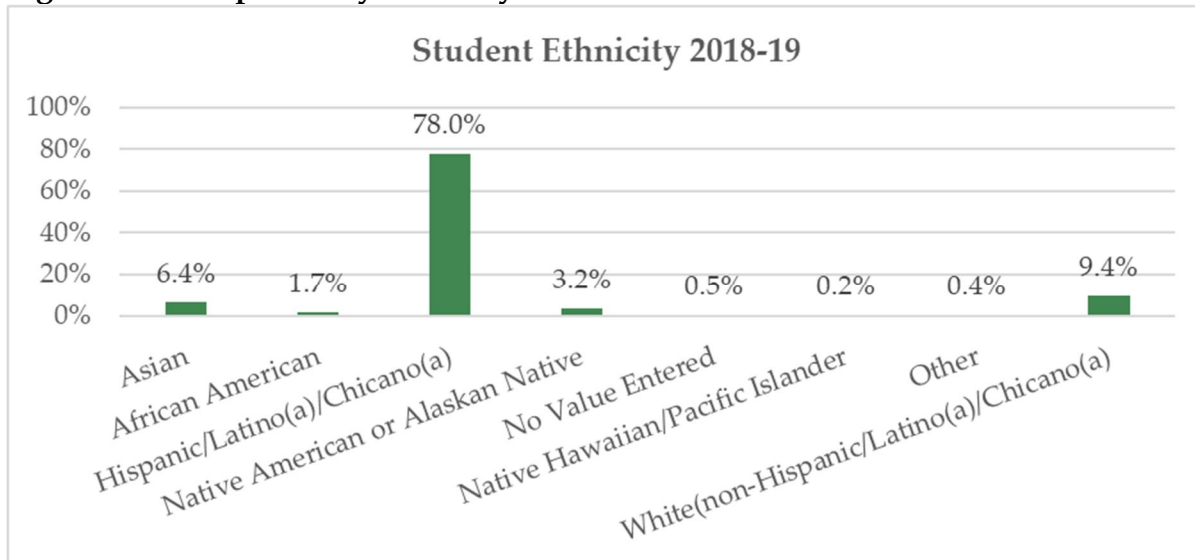
At this point, 43.5% of participants report being economically disadvantaged, which is nearly half of last year's value. The new data system leaves this important variable optional and likely underrepresented the true value last year and this year. The NMCL will improve data collection on this variable in the next fiscal year. Figure 9 shows other optional intake variables.

Figure 9. Selected Intake Variables
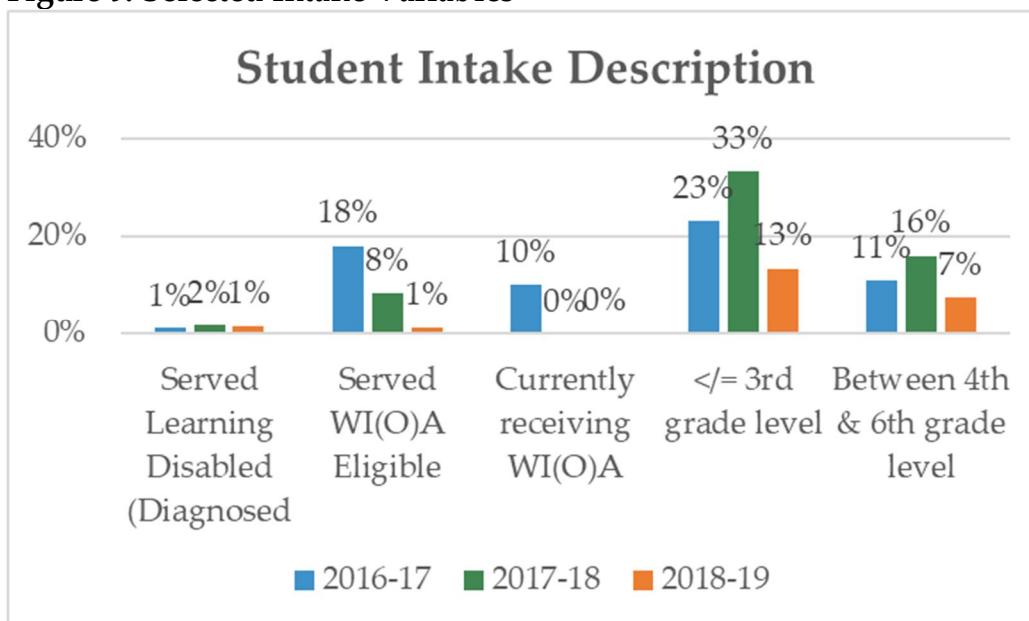
NMCL sites offer three programs: Basic Literacy for native English-speakers, Basic Literacy for non-native English-speakers, and English as a Second Language (ESL). Site staff consider ESL an early part of the Basic Literacy continuum. Figure 10 shows the percent of students enrolled in each opportunity.

Figure 10. Enrollment by Program Type
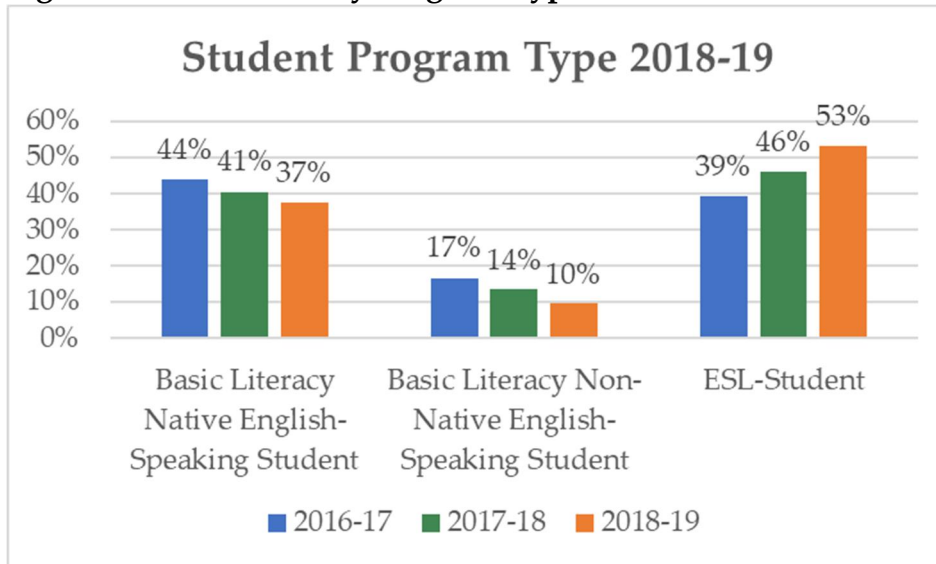
Students have many choices to select services from. Occasionally, they use more than one service as circumstances allow. Approximately, 25% are enrolled in Adult Basic Education courses, and approximately 3.5% are enrolled in a Higher Ed Program. Further, 133 students set goals to enroll in Adult Basic Education and met their goals. An additional 20 students set goals to enroll in higher education and met their goals.

Tutor Participation

Volunteer tutors maximize the State's return on investment and provide stigma fighting access to educational services by offering private, confidential tutoring to students who would not attend other opportunities. This year, 567 tutors volunteered their time to better their communities and offer a steppingstone for their fellow citizens to climb to better opportunities (Figure 11). Females made up 77% of tutors (Figure 12). NMCL offers three types of tutors, Basic Literacy (BL), ESL and dual trained in both BL and ESL (Figure 13).

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Similar to making improvements to service delivery for adult literacy students, the NMCL uses programmatic data to improve program services and capacity. As LACES' reliability increases, the NMCL will continue to inform local sites of its initiatives based on conclusions drawn from the data. For example, the NMCL needs to recruit a more diverse body of volunteer tutors to meet needs of the diverse group of adult literacy students.

Figure 11. Percent of Tutors by Site 2018-19
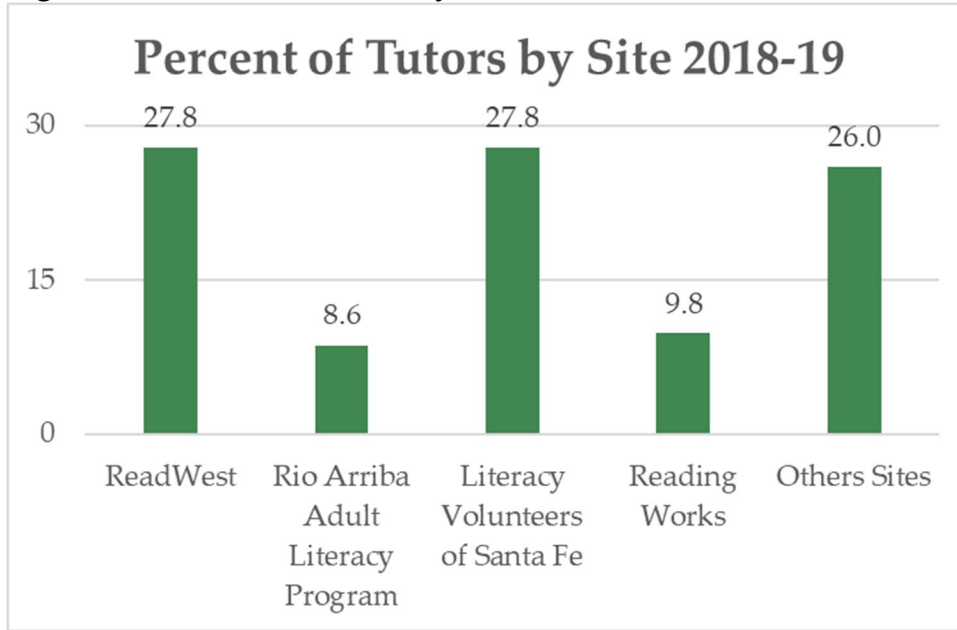
Figure 12. Tutor Gender
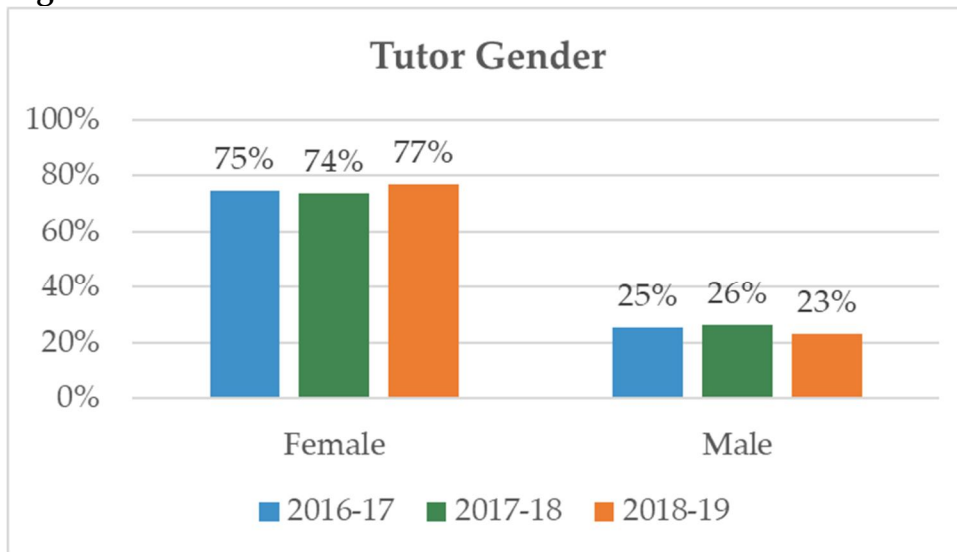
Figure 13. Preparation of Tutors

Tutor Preparation

Basic Literacy-Tutor: 2016-17 33%, 2017-18 35%, 2018-19 35%
ESL-Tutor: 2016-17 51%, 2017-18 41%, 2018-19 47%
Dual Trained-Tutor: 2016-17 16%, 2017-18 24%, 2018-19 17%
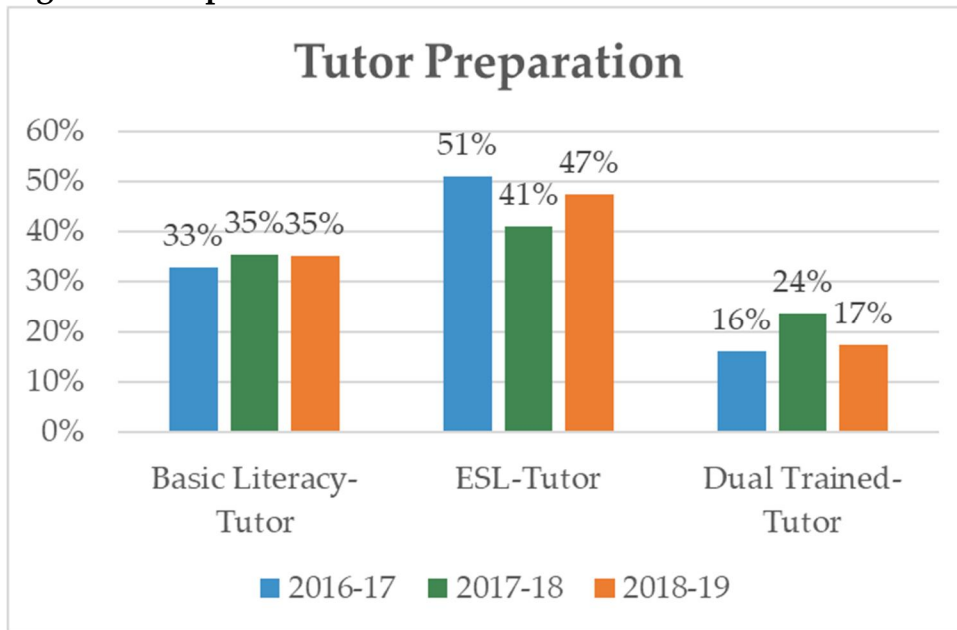
Figure 14 shows the age distribution of tutors. The slight shift of more 60+ year old tutors likely reflects an age structure shift associated with the baby boomer generation. Concerns about failing to recruit younger tutors would be premature at this time.

Figure 14. Tutor Ages

Tutor Ages

18-24 yo: 2016-17 4%, 2017-18 6%, 2018-19 3%
25-44 yo: 2016-17 10%, 2017-18 15%, 2018-19 9%
45-59 yo: 2016-17 19%, 2017-18 17%, 2018-19 14%
60+: 2016-17 67%, 2017-18 62%, 2018-19 73%
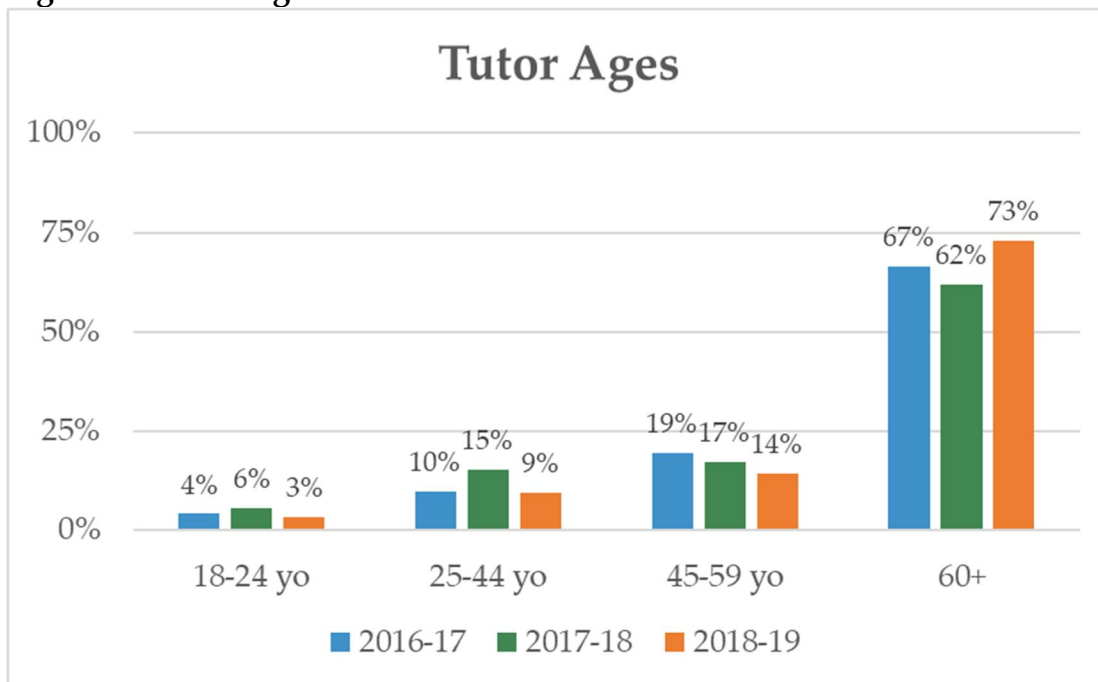
Figure 15 shows the distribution of tutors by ethnicity.

Figure 15. Tutor Ethnicity
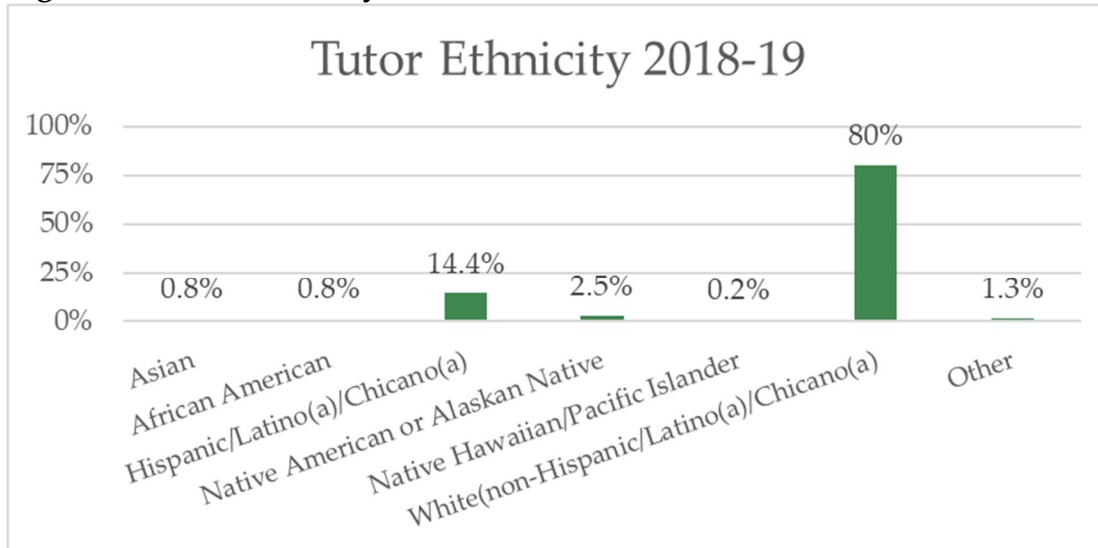
Tutor Ethnicity 2018-19

Instructional Hours

There are multiple perspectives on instructional hours. First, there are student hours (Figure 16) and there are tutor hours (Figure 17). Students average a total of 39.7 hours of tutoring annually for a total of 25,539 hours. Second, there are one-to-one instructional hours and classroom (group) instructional hours. This report shows one-to-one tutoring and group (classroom) instructional hours for students (Figure 16) and for tutors (Figure 17). Third, tutors incur preparation hours and travel hours as part of their volunteering. During the 2018-19 financial year, Tutors donated a total of at least 93,111 hours, 66,083 of which they provided on a one-to-one basis. Tutors likely donated other time, but NMCL does not require members to track those hours (i.e. they are incompletely recorded) in Figure 18. Tutors averaged 170 hours of one-on-one tutoring and 183 group tutoring hours per year (Figure 19).

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Figure 16. Students Instructional Hours

Student Hours

	Unpaid/One-to-one	Unpaid/Group
2016-17	12,906	9,388
2017-18	14,063	11,466
2018-19	25,539	19,508
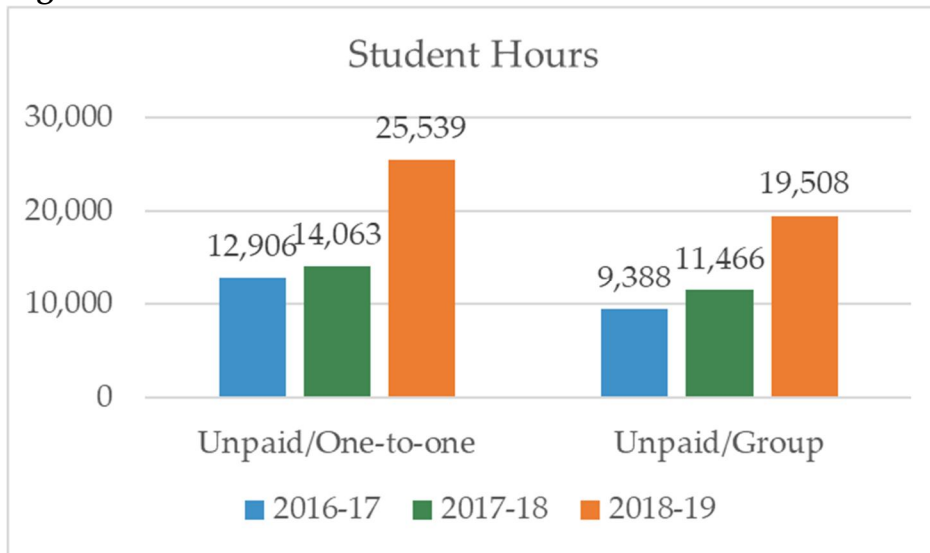
Figure 17. Tutors Instructional Hours

Tutor Hours

	Unpaid/One-to-one	Unpaid/Group
2016-17	20,562	3,433
2017-18	21,663	9,358
2018-19	25,620	9,645
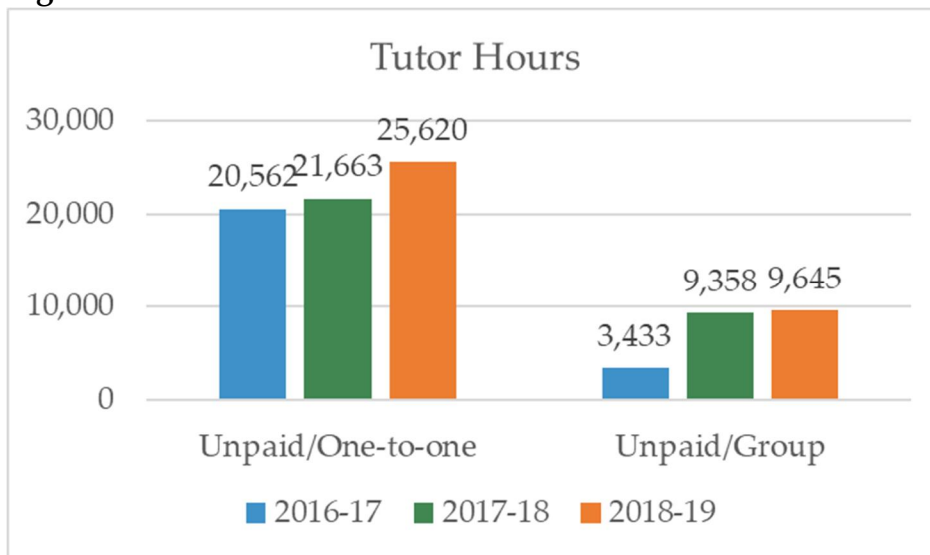
Figure 18. Tutor Hours by Type

Tutor Hours Contributed by Type

- Instruction: Pair 25,620; Grp 9,645
- Preparation: Pair 20,934; Grp 9,214
- Travel: Pair 19,529; Grp 8,169
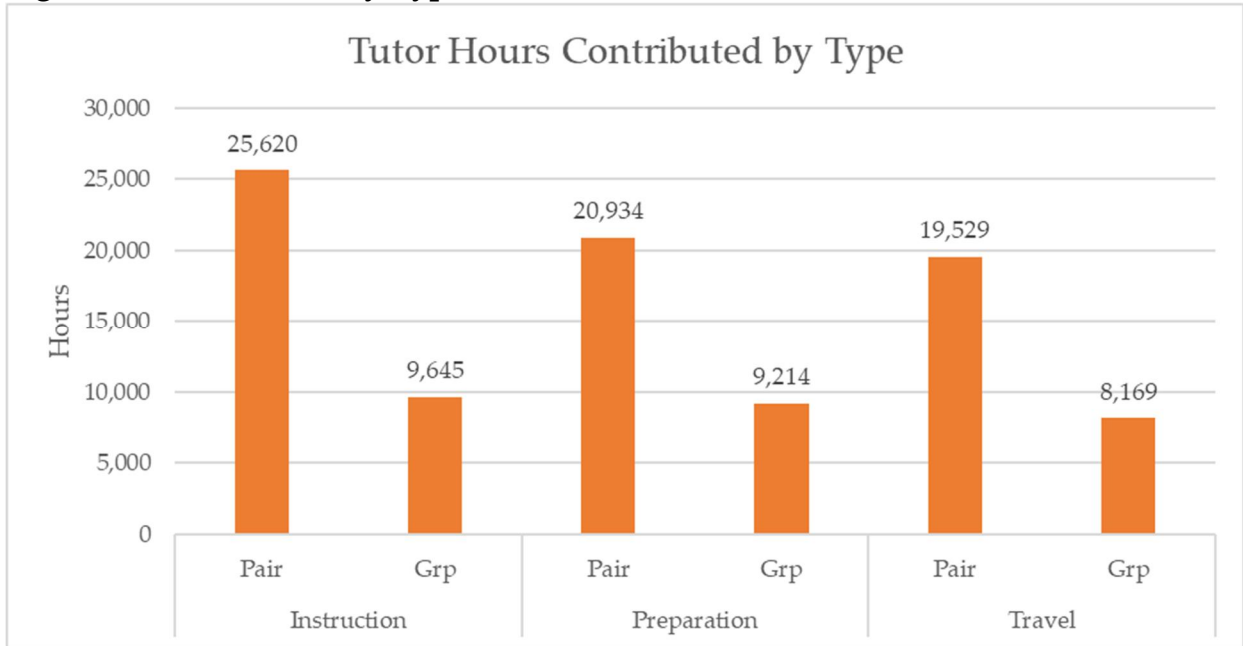
Figure 19. Average Hours per Tutor

Average Hours Contributed per Tutor by Type

- Instruction: Pair 60; Grp 61
- Preparation: Pair 56; Grp 64
- Travel: Pair 55; Grp 58
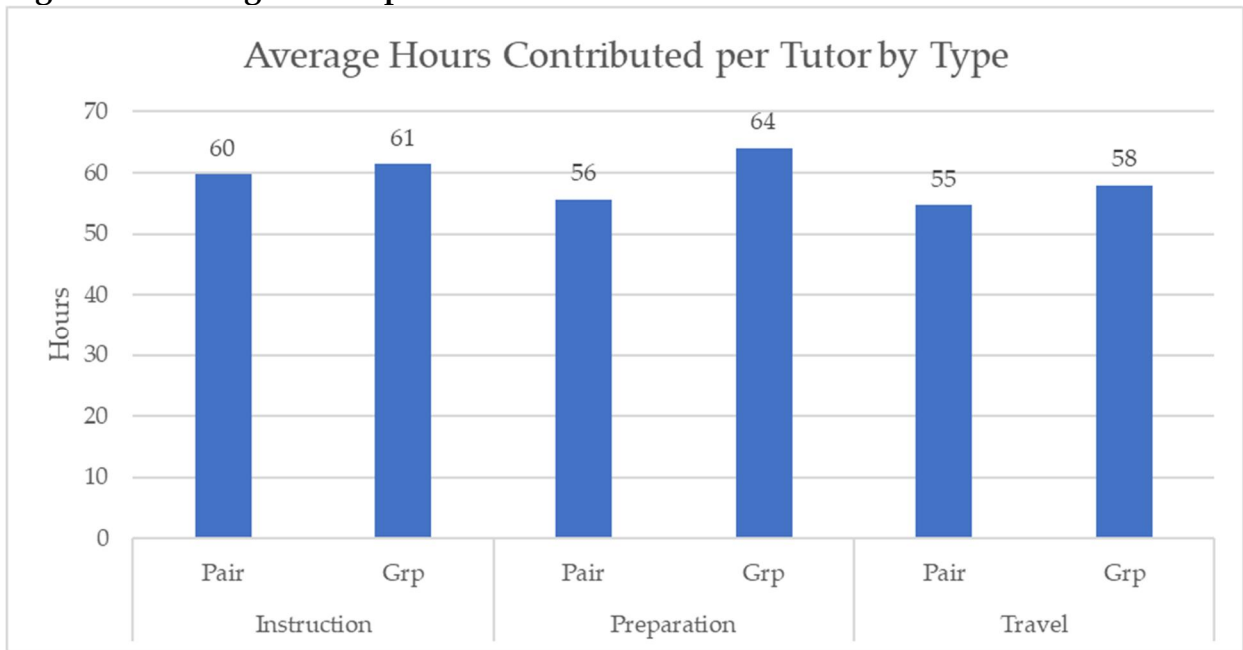
Outcomes for New Mexico Economy and Government

Compounding Investment

New Mexico Legislators set aside a tiny fraction of their multi-billion-dollar budget to build steppingstones for a portion of the population that wishes to help themselves out of poverty. Thanks to the generous citizens of New Mexico who volunteer their time to play a part in establishing and maintaining a system of opportunity for folks to help themselves. Tutors volunteered 53,414 hours of time. This time is equivalent to $1.78 million dollars (calculated at a rate of $33.33/hour – the 2018-19 Level 1 Teacher salary hourly equivalent).

Estimated Fiscal Impact on State

Estimating fiscal impact poses many challenges. The NMCL does not require families to report their annual income, as that is a very private topic. Further, program staff do not necessarily know when participants improve their employment unless that is a student goal. The NMCL estimates that families will increase their earnings by a minimum of $2,647,840 million dollars as a result of site level services (based in a $1/hour wage increase). New Mexico Tax and Revenue Department may gain income tax from those dollars and will certainly gain sales tax from those revenues.

Funding Discontinuity

Previous program year and in years' past (with funding delays as long as six months in one instance and a funding delay of six months plus a new matching funds requirement in another instance), NMCL programs have experienced many hardships due to budget cuts and delays in funding. They have also had to implement major programmatic changes as the contract was amended with little notice in most cases. This report covers the third year that programs received constant funding thanks to the State Legislature and Agency, but the funding remained reduced. The NMCL received the same amount of funding this year as last year. This third-year flat funding shows how programs can maximize state legislative investment, stabilize site level operations and continue modest growth in the number of students served.

The NMCL program is designed to be implemented year-round, which is why the State changed the type of contract the NMCL receives from Professional Services to General Services, as the latter implies that the activity occurs continuously, year-round, with no breaks. In addition, the State Legislature intended for the program to be year-round. Previous years' funding cuts, delays, and changes to program operations decimated local sites' ability to maintain smooth, scalable operations.

This year sites continued to adjust their systems in light of budget realities and prepare for scale-up, should opportunities arise. The NMCL will continue to identify new revenue sources for community-based literacy programs to support their growth. The results of this effort were demonstrated above, with increased cash and in-kind donations; the State's continued investment in adult literacy assures prospective donors that the cause and program are worthy investments. By leveraging the State's investment, programs are able to raise at least two times more funding than they would otherwise. This additional funding allows programs to expand operations if continuity with their primary funding source, the NMCL through the State, continues. If it does not, these programs would not be able to leverage or expand upon this resource.

Future Work

NMCL is pleased to report receiving an AmeriCorps grant that allows us to match State/General adult literacy program funds and manpower. The program design includes feeding referrals to and from adult education and literacy providers. When local sites and the NMCL leverage the State's investment through resources like AmeriCorps; the NMCL's Adult Literacy Hotline (sponsored by KOAT-TV); and the PSA campaign from NM Broadcaster's Association, the State receives a three to one return on its investment along with other grants received and in-kind resources generated. Such expansion facilitates NMCL's attempt to reach more of the estimated 327,000 individuals requiring improved literacy skills.

NMCL plans to upgrade its goal reporting by standardizing goal descriptions across sites. This requires additional investment in the data system planned for the coming year. Additional reporting upgrades are planned for this year as well that include further quality control processes for data integrity.

Conclusion

The NMCL is confident in the data for this report after having three years' worth of online data system implementation in LACES and a second year of stable funding. The NMCL looks forward to taking its historical data and comparing to its LACES data to make continued program improvements.

This year, 14 sites provided services to 1,273 students through 567 volunteer tutors who provided instruction. Using the strictest measures of improvement, 196 students met reading goals and 68 met numeracy goals. The impacts of such results propel students to improve their circumstances in ways that benefit the state of New Mexico's status relative to poverty and education. Students in NMCL programs around the State often

improve their employment circumstances. The benefits of adults improving their literacy levels helps children through modeling and increasing parent and caregiver involvement in their child's education. These children then improve their school engagement and performance. That is, they arrive at school with improved opportunities to learn (an unmeasured component of a purported Public Education Department metric).

The opportunities afforded to New Mexico's hardest to serve population of illiterate and functionally illiterate adults through alternative methods of literacy instruction has a significant impact on the State's economy, public school system, adult education system, higher education system, and quality of life of New Mexicans. These adults and their children begin to flourish after gaining their new literacy skills and make go on to make positive impacts on their communities. If not for community-based programs that serve adults with unique learning needs in a one-to-one manner, these students would be lost. According to one program, many adults find the services offered at the public library less threatening than other options. As one director says, "it's a great place for our nonprofit program."

In years to come, the NMCL will compare and contrast its various service delivery mechanisms to improve student satisfaction and outcomes. The NMCL and its programs continue to show improvement in program quality and outcomes. The NMCL expects next fiscal year's services and outcomes to remain level or experience slight growth. Program across the state show remarkable persistence despite funding challenges. This persistence is due to the generous spirit of New Mexicans and their commitment to helping place steppingstones for their neighbors to climb to better opportunities in life.

New Mexico Coalition for Literacy
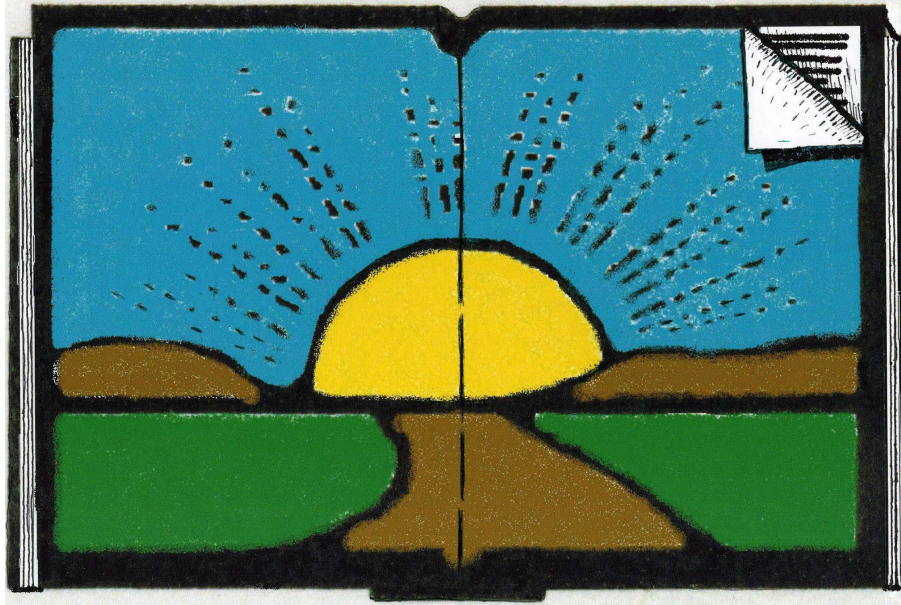
Year-End Report
2017-2018

Prepared by

Heather Heunermund, M.A.
New Mexico Coalition for Literacy
&
Curtis J. Mearns, Ph.D.
Pivot Evaluation
20 June 2018

PIVOT
evaluation

Contents

Introduction

Origin

First Lady Katherine Carruthers developed a statewide system of grassroots, community-based adult literacy programs in 1987 as a response to public concern over the staggering low literacy rates for adults in New Mexico. Politicians and business leaders commonly consider these low literacy rates as one of several main factors contributing to difficulties attracting higher paying jobs to New Mexico. Low literacy levels in a significant portion of the population likely contribute significantly to New Mexico's low per capita tax revenues.

This statewide system for adult literacy programs is based on the approaches to literacy instruction introduced by the Literacy Volunteers of America and Laubach Literacy Action, who promote the use of volunteer tutors trained in various approaches to individual instruction. The volunteer nature of this work has been deeply ingrained in the New Mexico Coalition for Literacy (NMCL) since its inception. The NMCL requires grantees to use volunteer tutors who are professionally trained and certified by ProLiteracy-certified tutor trainers, the national parent organization, in order to receive funding. The voluntary nature of the instructional tutors ensures that the State's investment brings the largest return on its investment. Tutors participate in a full 8 hours of training before beginning to work with students and all sites will be required to meet increased training standards in subsequent fiscal years.

The nature of this volunteer tutor work differs fundamentally from classroom teaching in its approach to students (where and when to meet, for example), lesson plans (designed based on student goals), activities (directly related to goals and skills building), and delivery (individualized instruction provided one-to-one). Program directors structure services to maintain a professional cadre of volunteers who provide students quality instruction and can scale capacity up or down as funding fluctuates. This commitment to volunteer tutors impacts every aspect of the program, from availability of staff, to the ability to build trusting relationships that foster student success. While paid staff could conduct this work in other contexts, one participant observes they "…had experience with paid teachers and they did not work for me." However, the program staff at many sites report that crucial differences remain with regard to previous educational experiences and response to stigma. For example, students quite often recount having struggled in a classroom setting, feeling embarrassed and lost. Individualized, private tutoring helps students make a first step toward improving their literacy. Eventually, they will learn to feel more comfortable in

traditional educational settings as they advance their own learning and tutors commonly work with students on this as an outcome related to their goals.

The social, emotional, and unique learning needs of students of New Mexico require the range of services and the types of goals provided by the NMCL and adult education. Consequently, the NMCL network provides community-based volunteer concentration in Basic Literacy and English as a Second Language (ESL) skills as an entry level to other adult educational opportunities. Participants in NMCL programs have personal goals that parallel academic goals but resist traditional academic testing and outcome measurement. While other important programs provide educational services, NMCL member organizations serve individuals unlikely to use services funded under the Workforce Innovation and Opportunity Act. For example, when students fail to attend enough sessions in an 18-week period, they may be dropped from the class. Only students with resources to support their learning succeed and those without resources fail. Such a process is called screening. The NMCL and its programs do not use a screening process. The NMCL's removal of time constrains engages individuals who would be unsuccessful in time bound systems.

The NMCL (2014a) year-end report contains details of these service and goal attainment profiles. Students in the NMCL network often have experienced various traumatic events that tutors coach students through until they are ready for classroom experiences. Other students have had adverse experiences with classroom teachers and contexts so they will only work one-to-one. Also, classroom experiences require continuous commitment for extended periods of time (e.g. 18 weeks). Many NMCL students do not have the privilege of such long periods without life interruptions.

Here lies the importance of one-to-one tutoring. At the end of a continuum of literacy skills, students have a plethora of contexts requiring one-to-one tutoring including but not limited to stigma reduction, alternatives to intimidating institutions, and lack of geographic opportunity. Other factors limit NMCL students from participating in more traditional interventions, such as lack of transportation, lack of childcare, lack of time, and most importantly the need to focus specifically on lessons catered to practical, real-life goals, which so often attract students to literacy programs. Mainly, NMCL students seek programs to attain non-academic goals, with higher academic goals being distant aims in the future. As such, the NMCL creates future adult and higher education participants.

Context

The Workforce Investment Act (WIA) of 1988 and the recent Workforce Innovation and Opportunity Act (WIOA) of 2014 fund programs operated in New Mexico and other states. Both WIA and WIOA include Title II, the Adult Education and Family Literacy Act (AEFLA), that creates a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy activities. These partnerships are a tacit acknowledgement that a portion of the population requires direct tutoring outside traditional university, college, and community college contexts.

In recent years, the AEFLA required states to provide a match to supplement the federal funds received under AEFLA. New Mexico designated the Higher Education Department to administer its AEFLA funding and programs and continues to provide services under the match of State funds despite challenging economic conditions in the State. NMCL's network opportunities do not count as matching funds for the AEFLA grant program because it places a priority on student driven personal goals rather than academic goals. Assessment in this qualitative context does not necessarily align with the AEFLA requirements, but does greatly enhance the program by matriculating students to the next level of opportunity. The NMCL is improving measurements of the outcomes of this positive partnership.

The NMCL's funding is appropriated by the State Legislature's General Fund and is subject to the recent ill winds of economic challenge. With limited funding, local providers compete for funds to operate programs providing these educational services. Worthy sites are often underfunded. In this context, programs experiencing reduced funding and services can easily wither and leave a hole in the social safety network fabric. State funds to the NMCL capitalize on the goodwill of New Mexico citizens and increase the value of the State appropriation. That value is then magnified again by providing students who might otherwise not participate in AEFLA programs with opportunities for learning through community-based programs and eventual participation in AEFLA programs.

Evaluation Principles

Outcome measures must match goals. Since the NMCL Network goals focus on literacy intertwined with life skills, qualitative outcomes are most appropriate. Quantitative description provides general statements about most participants, or averages, or distributions of observations - people in this case. A basic concept in these sorts of analyses is that cases on the extreme require special analytic treatment. As educators work with populations toward the extreme end of a distribution, many common

outcome measurement rules begin to break down. Intervention rules fail due to incorrect causal assumptions.

For example, after interviews with tutors and students, it became clear that a portion of the population faced undiagnosed memory and processing challenges. These adults had lived significant portions of their life and never received diagnoses for these challenges. Traditional educational approaches fail in these contexts, and traditional goals for such students do not apply. Instead tutors work to help students develop methods to adapt. Such qualitative personal goals advance the interests of the student with measurable impact to the state; however, common reading level gains may be more difficult to document.   Common quantitative outcome measures have become irrelevant and qualitative life skills acquisition takes over.

Another example of the problems of using traditional evaluation approaches with truncated populations can be seen in discussions of intensity of instruction. Student participants in NMCL site level programs must have leisure time to commit to assigned instruction - one-to-one tutoring or small group instruction. NMCL sites and their students have no compulsory relationship. People living at the lowest levels of the socio-economic scale face more health challenges which cuts into their time on the job and other opportunities to improve themselves. They must care for sick family members. They live in high crime neighborhoods which interferes with their lives occasionally. They move more frequently. People with higher income experience the same life interruptions, but NMCL participants just experience far more of them and have far fewer resources with which to deal with them. *NMCL sites have no control over the intensity of instruction*. Indeed, the beauty of these programs is the patience and one-to-one coaching associated with addressing some of the myriad challenges these participants face. Without such patient tutors, many of these students have no other options.

New Mexico is one of the nation's most impoverished states and these personalized literacy interventions offered only through the NMCL provide opportunities (site staff call them stepping stones) so people can climb out of poverty themselves. These personalized and empowering literacy interventions provide insulation from associated stigma by building trust with their tutors. The interventions also avoid intimidation of large institutions that many participants have developed over the years. Such intimidation develops from many messages an individual receives through life, many of which have nothing to do with the large institution. For example, a large number of participants feel that colleges are places that smart people attend and conclude that they do not belong. They get confused about where to go and what to do, so they stay far away.

Establishing goals for NMCL's focus population requires careful thought, the flexibility to update them as more information is learned, and an understanding that most common goal setting approaches do not apply. The NMCL Network considers three distinct levels of goals: participant, program, and system. Tutors set student goals according to training and pedagogical standards as the student's context dictates. Program goals focus on local community needs requiring flexibility in program focus. System goals include alignment with other opportunities for the focus population.

New Data Collection Methods

To better report outcomes from sites around the state and investigate effective program practices, the NMCL offers a shared data system, with site level privacy controls in place, allowing for common data collection and reporting. In fiscal year 15-16, the NMCL adopted the use of the Literacy, Adult, and Community Education System (LACES). While this system is not mandatory, most sites participate. However, in an effort to improve data reliability, the NMCL is giving serious consideration to making the use of LACES mandatory in future fiscal years. At present, sites that do not participate offer data sets and the NMCL uploads them to the system. There are a number of challenges when offering programs an alternative to direct use of the system themselves. Those challenges emerge from two sources: collecting data from the site's system and driving the data into the LACES system. Data stored in another system may not have the same coding required for the LACES system. For example, ethnicity has no common reporting format (LACES uses the U.S. Census definitions). More importantly, goals often differ. Other challenges include manually assembling the data files from various interface options on the original system.

Historically, the NMCL had been hampered by individually designed and collected data sets across sites. This made counting individuals served challenging, especially when describing variables such as income, ethnicity, gender, and age. The NMCL began to implement a common data system to facilitate accurate reporting. This report marks the close of the third year of the new data system's implementation.

When implementing such systems, NMCL staff make *critical data collection decisions in advance of the data's use*. Part of implementing the data system included a desire to evaluate various implementation methods to improve outcomes. Annual training and site level support has helped sites accurately manage their data by the end of year 3. However, the system requires additional adjustments next year before goals can be reported more completely. For example, the goals sites reported emerged from combining lists from each site; however, there is an opportunity to categorize and

organize them such that they more accurately represent the personal goals and their companion academic goals.

During year 4, NMCL plans to update its goals section. Another necessary adjustment is to have reading and math level gains auto calculate. Currently, staff must manually enter a student's progress. Forgetting to update results of academic goals met for level gains leads to under reporting of student progress, though the data is in the system, as students have been assessed with a formal instrument and the assessment results have been entered in LACES. Level gains in this context will follow those found in the assessments that sites choose to use.

Finally, the data field that calculates growth over hours of instruction using test scores requires multiple years' worth of data, where prior years' data influences current reporting. The NMCL addressed these dependencies by extending to 365 days (the most LACES allows) the period that assessment scores from previous years can be used to calculate academic growth. This extension increases the number of students with two test scores allowing growth calculations.

One of the conditions leading to under reporting here and in the previous report came from the report due date. Sites had to report outcomes before the end of their contract year. Students may have completed testing after the NMCL pulled the snapshot data they reported on. Because of the way LACES rolls data over, those students' accomplishments did not appear in the next year's report either. HED has updated reporting dates that favor more accurate reporting, and sites look forward completing their instructional plans on schedule.

As implementation in year three closes, the NMCL has planned system modifications to better represent outcomes of individuals' site level accomplishments. For the third year, site staff have dramatically improved their understanding of the system and improved the accuracy (more complete records) of their reporting. Nevertheless, NMCL staff and local program site staff continue to learn about system nuances and dependencies that allow for detailed program evaluation, analysis, and reporting.

Despite the challenges of adopting a common data collection system for all sites and the challenges of managing both a new system and the LACES-participating and non-participating sites, NMCL wishes to accurately describe the transient nature of its students through its data collection methods. Currant outcome reporting requirements disregard the reality of student periodic engagement and LACES has no standard long-term analytic capabilities. The special needs of adult literacy students, such as inconsistent participation, makes demonstrating level gains from one year to the next

year difficult. Through support services, like childcare subsidies, transportation subsidies, and other creative partnerships, the NMCL hopes to mediate these challenges.

The NMCL has designed its data collection system to collect both the immediate personal goal accomplishments (qualitative) as well as the academic accomplishments (quantitative). The academic accomplishments require the extended time horizon, and NMCL is committed to gathering them as appropriate. As data accrues in the system, the NMCL looks forward to studying long term engagement patterns and associated outcomes.

The NMCL also plans to study early student engagement to provide guidance for site staff and perhaps improve the participation criteria for inclusion into final reporting. Long term studies may indicate that significant portions of students have minimal hours in the first year but engage more earnestly afterwards. Or perhaps many of those students are never seen at the site again. In the first case, the NMCL may elect to count students, but in the last case the NMCL may raise the hours commitment to include students in final reporting counts. LACES should help NMCL develop rationale and operational definitions for program inclusion.

Programmatic Information

Site List

In an effort to serve programs fairly and equitably while funding maintaining level funding this year, the NMCL maintained a competitive subaward process due to the high levels of community needs identified throughout the State. Three years ago, NMCL began re-engaging higher education organizations in an effort to provide bridges for basic literacy participants to more easily access higher educational opportunities. Many other sites operate out of public library spaces for student convenience or have associated facilities (e.g. across the street). Such arrangements amount to in-kind donations and cost savings. Figure 1 shows the location of sites.

Figure 1. 2017-18 Geographic Distribution of Sites
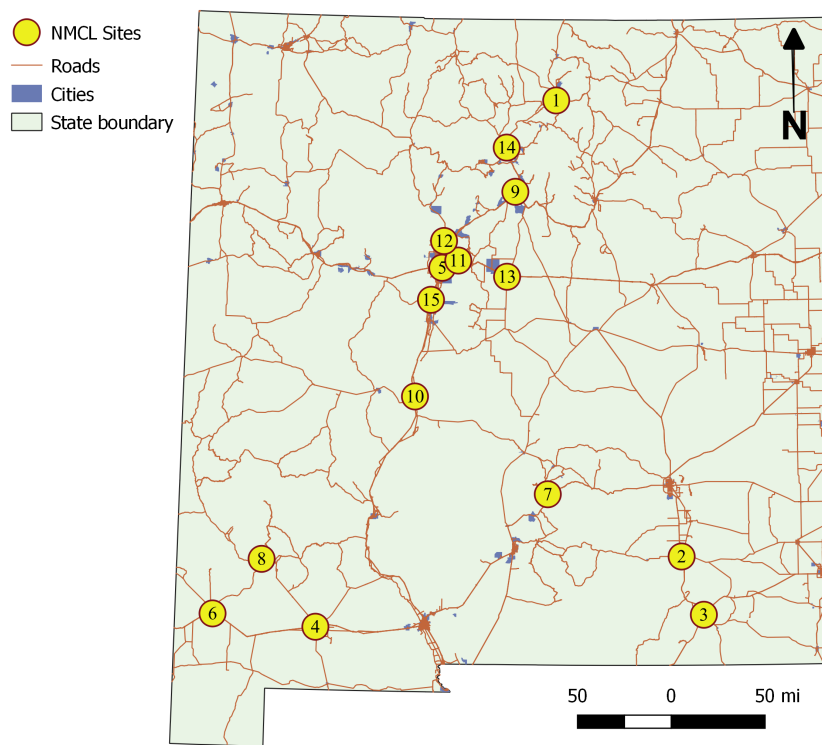
Program Locations
1) Adult Learning Center at UNM – Taos
2) Artesia Literacy Council
3) Carlsbad Literacy Program
4) Deming Literacy Program
5) Family Promise of Albuquerque
6) Hidalgo County Literacy Program, Lordsburg
7) Lincoln County Adult Literacy, Ruidoso
8) Literacy Link-Leamos, Silver City
9) Literacy Volunteers of Santa Fe
10) Literacy Volunteers of Socorro County
11) Reading Works, Albuquerque
12) ReadWest, Rio Rancho
13) Read "Write" Adult Literacy Program, Moriarty
14) Rio Arriba Adult Literacy Program, Espanola
15) Valencia County Literacy Council, Los Lunas

Student Participants

LACES continues to produce results that rectify and can be validated. Site staff appreciate the ease of entry, flexibility of viewing, and quick reporting features, among some of its assets. One non-LACES participating site provided data files too late to incorporate into the reporting system. This oversight occurred as a result of a decision to begin using NMCL's LACES deployment, but too late to completely enter data. This site instead provided basic tallies. Values reported below will exclude this site's contribution except where noted.

In this report, 1,099 students received more than zero instructional hours. The site with missing data contributed another 291 students for a total of 1,390 students. NMCL sites offered one-to-one tutoring to 47% of students, a proportional decrease from last year's 63% of students. The NMCL is in the process of analyzing the meaning of this result and whether it is fair to draw conclusions in the context of one year's worth of comparative data, though it will reference data from years' past in its analysis. Females made up 68% and males 32%, the remainder (Figure 2). Figure 3 shows participation from the busiest sites and combines sites contributing less than 10%.

Over 1/3rd of students (35.9%) returned from the previous year (estimated 23% last year). The NMCL monitors duration of participation because site directors report that students engage, disengage, and re-engage as life events interrupt student educational goals (as mentioned above). The NMCL expects to conduct additional analyses of participation patterns, as it has in years' past, and will continue to present its results to member organizations. The goal of such an effort is to learn additional ways to characterize student engagement patterns and facilitate their success, in addition to sharing promising practices.

Figure 2. Student Gender

Student Gender 2017-18

Female: 64% (2016-17), 68% (2017-18)
Male: 36% (2016-17), 32% (2017-18)

■ 2016-17 ■ 2017-18
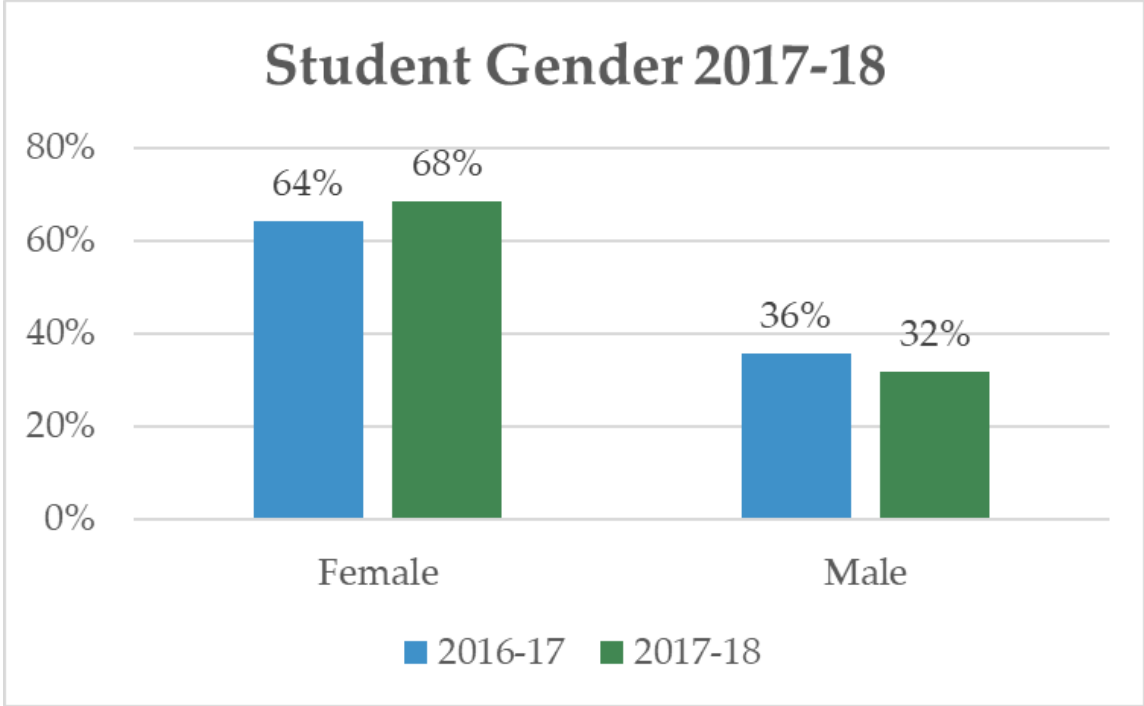
Figure 3. Participation by Site

Student Participation by Site 2017-18

ReadWest: 29.4%
Literacy Link - Leamos: 17.0%
Lincoln County Adult Literacy: 10.1%
Others: 43.5%
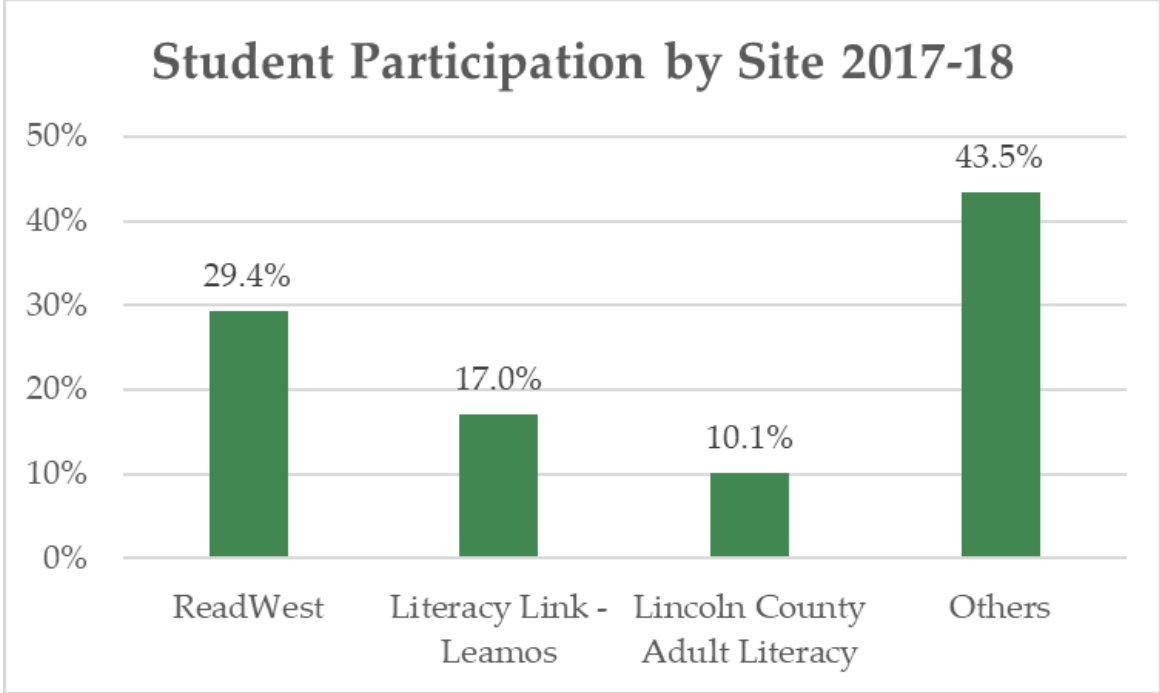
Figure 4 shows the ethnic make-up of participants using the federal required categories.

Figure 4. Participation by Ethnicity

Student Ethnicity 2017-18

Ethnicity	Percentage
Asian	7%
Black	2%
Hispanic	73%
Native	5%
Pacific Islander	0%
White	11%
Two or more races	0%
No Value Entered	1%
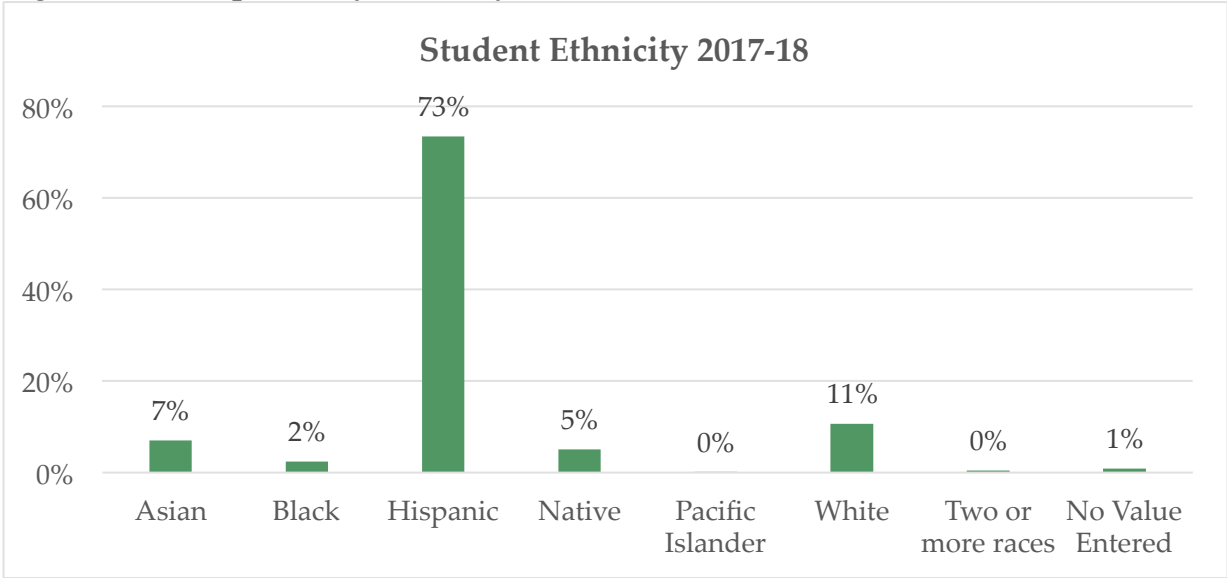
At this point, 23% of participants report being economically disadvantaged, which is nearly half of last year's value. The new data system leaves this important variable optional and likely underrepresented the true value last year and this year. The NMCL will improve data collection on this variable in the next fiscal year. Figure 5 shows other optional intake variables.

Figure 5. Selected Intake Variables
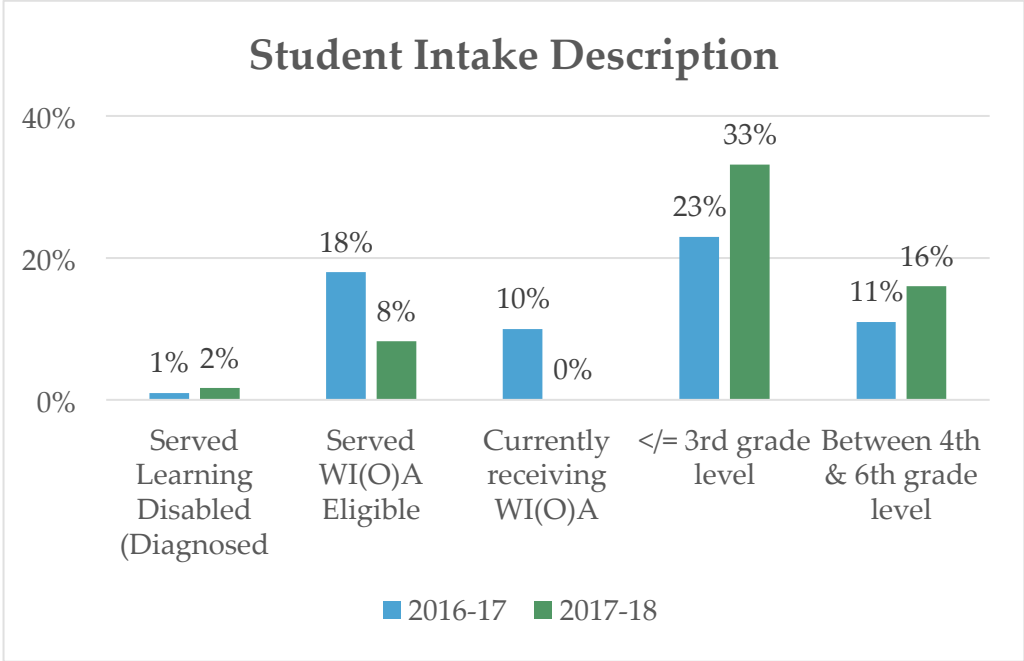
Student Intake Description

	2016-17	2017-18
Served Learning Disabled (Diagnosed	1%	2%
Served WI(O)A Eligible	18%	8%
Currently receiving WI(O)A	10%	0%
</= 3rd grade level	23%	33%
Between 4th & 6th grade level	11%	16%

NMCL sites offer three programs: Basic Literacy for native English-speakers, Basic Literacy for non-native English-speakers, and English as a Second Language (ESL). Site staff consider ESL an early part of the Basic Literacy continuum. Figure 6 shows the percent of students enrolled in each opportunity.

Figure 6. Enrollment by Program Type
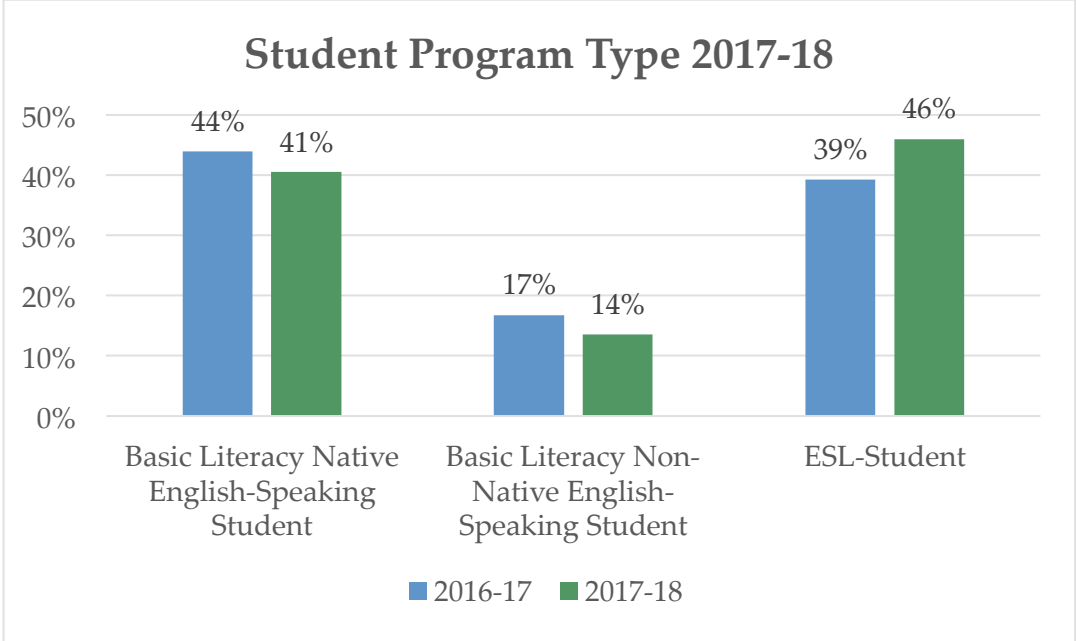
Student Program Type 2017-18

Basic Literacy Native English-Speaking Student: 2016-17 44%, 2017-18 41%
Basic Literacy Non-Native English-Speaking Student: 2016-17 17%, 2017-18 14%
ESL-Student: 2016-17 39%, 2017-18 46%

Tutor Participation

Volunteer tutors maximize the State's return on investment and provide stigma fighting access to educational services by offering private, confidential tutoring to students who would not attend other opportunities. This year, 393 tutors volunteered their time to better their communities and offer a stepping stone for their fellow citizens to climb to better opportunities (Figure 7). The site with missing data contributed an additional 199 tutors for a total of 592 tutors. Females made up 75% of tutors (Figure 8). NMCL offers three types of tutors, Basic Literacy (BL), ESL and dual trained in both BL and ESL (Figure 9).

Similar to making improvements to service delivery for adult literacy students, the NMCL uses programmatic data to improve program services and capacity. As LACES' reliability increases, the NMCL will continue to inform local sites of its initiatives based on conclusions drawn from the data. For example, the NMCL needs to recruit a more diverse body of volunteers tutors to meet needs of the diverse group of adult literacy students.

Figure 7. Percent of Tutors by Site 2017-18

Percent of Tutors by Site 2017-18
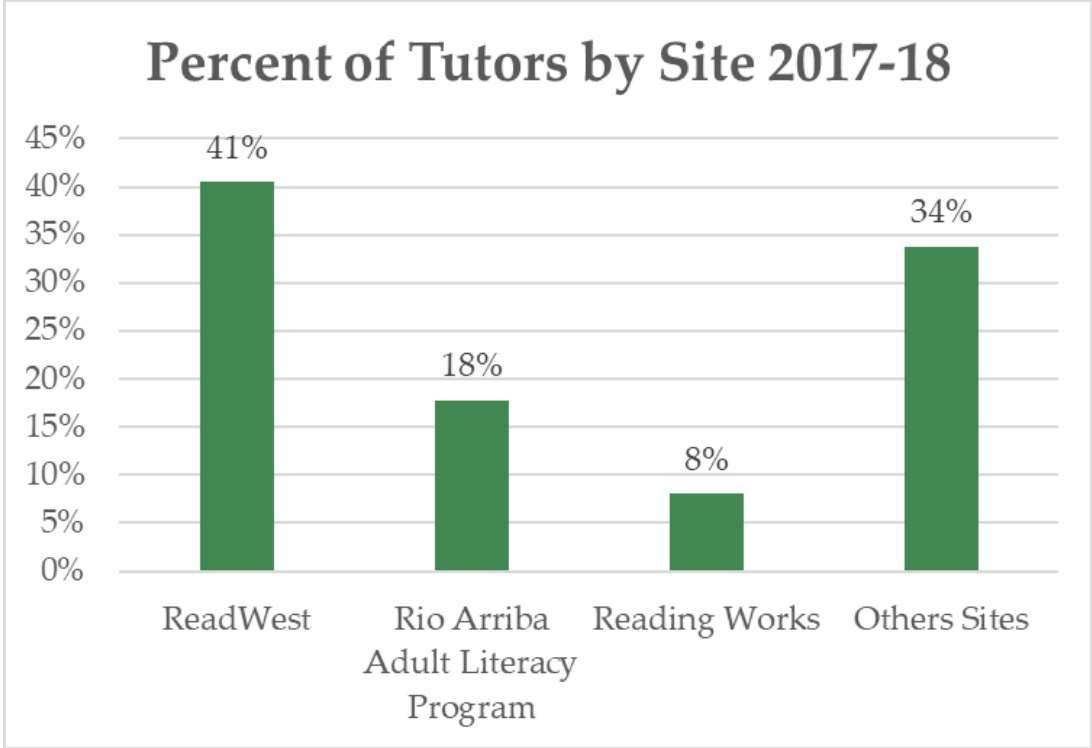
Figure 8. Tutor Gender

Tutor Gender
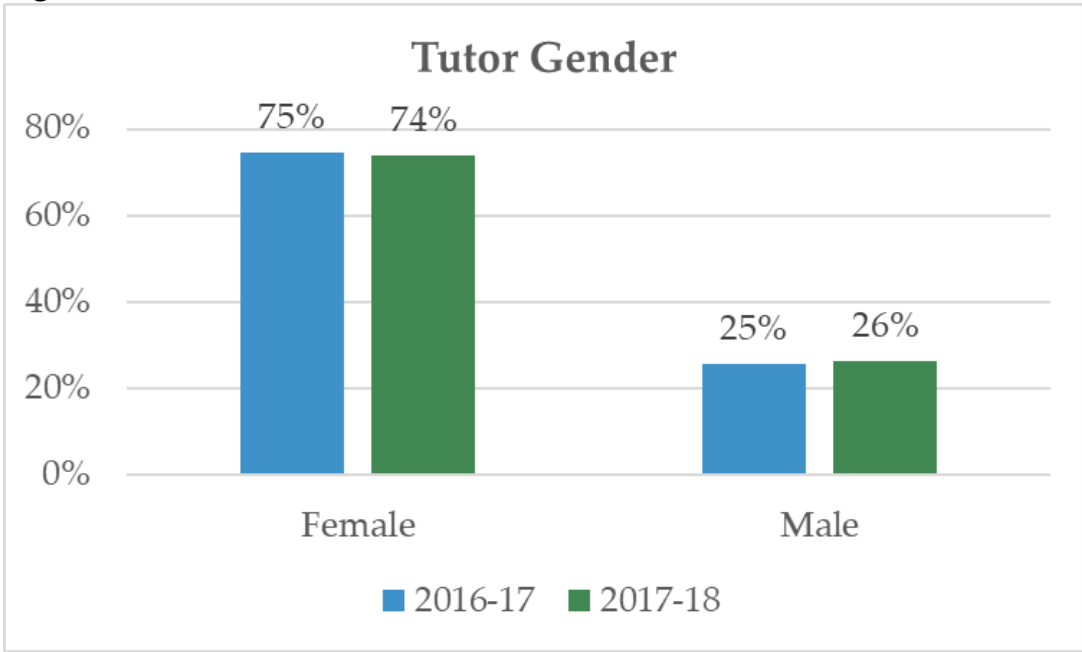
Figure 9. Preparation of Tutors

Tutor Preparation

	Basic Literacy-Tutor	ESL-Tutor	Dual Trained-Tutor
2016-17	33%	51%	16%
2017-18	35%	41%	24%
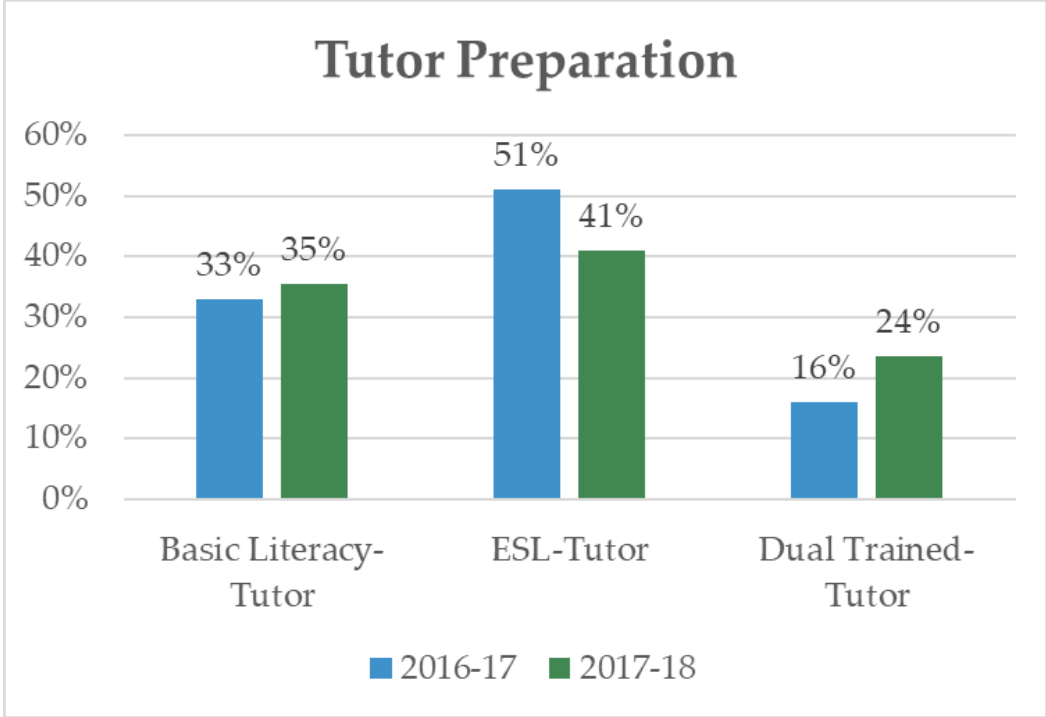
Figure 10 shows the age distribution of tutors.

Figure 10. Tutor Ages

Tutor Ages

	18-24 yo	25-44 yo	45-59yo	60+
2016-17	4%	10%	19%	67%
2017-18	6%	15%	17%	62%
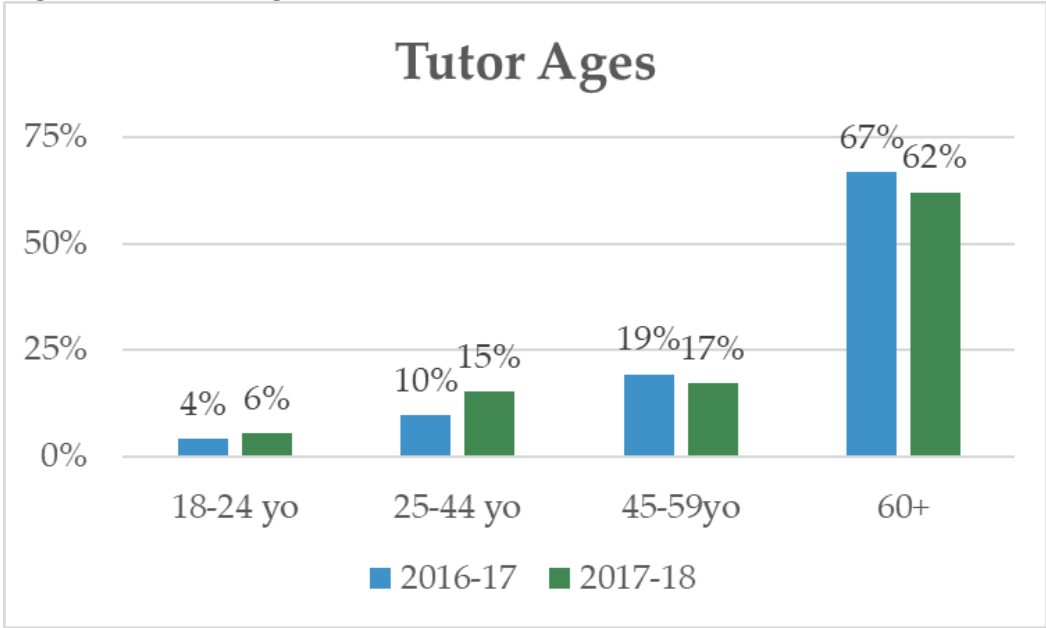
Figure 11 shows the distribution of tutors by ethnicity.

Figure 11. Tutor Ethnicity
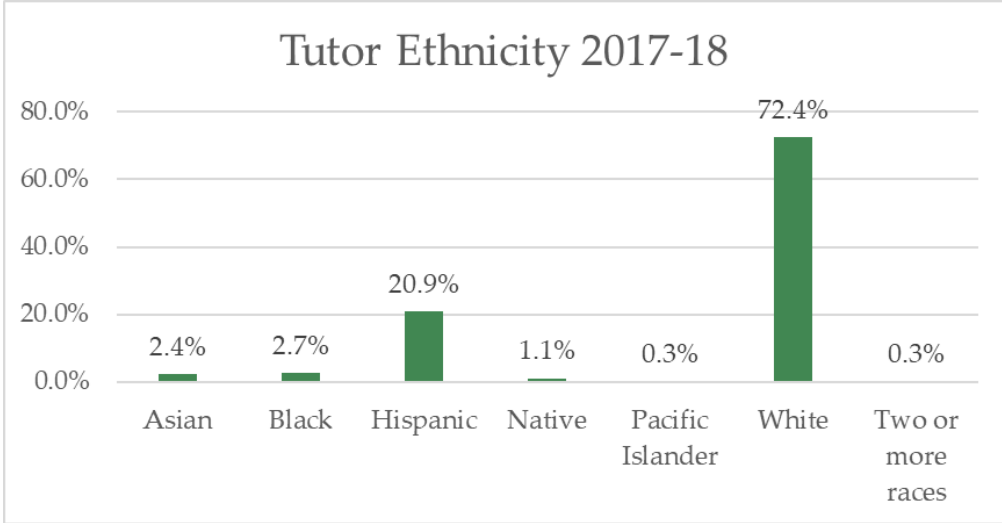
Tutor Ethnicity 2017-18

Asian	Black	Hispanic	Native	Pacific Islander	White	Two or more races
2.4%	2.7%	20.9%	1.1%	0.3%	72.4%	0.3%

Instructional Hours

There are multiple perspectives on instructional hours. First, there are student hours and there are tutor hours. Second, tutors incur preparation hours and travel hours as part of their volunteering. Third, there are one-to-one instructional hours and classroom (group) instructional hours. This report shows one-to-one tutoring and group (classroom) instructional hours for students (Figure 12) and for tutors (Figure 13).

Figure 12. Students Instructional Hours

Student Hours

	2016-17	2017-18
Unpaid/One-to-one	12,906	14,063
Unpaid/Group	9,388	11,466
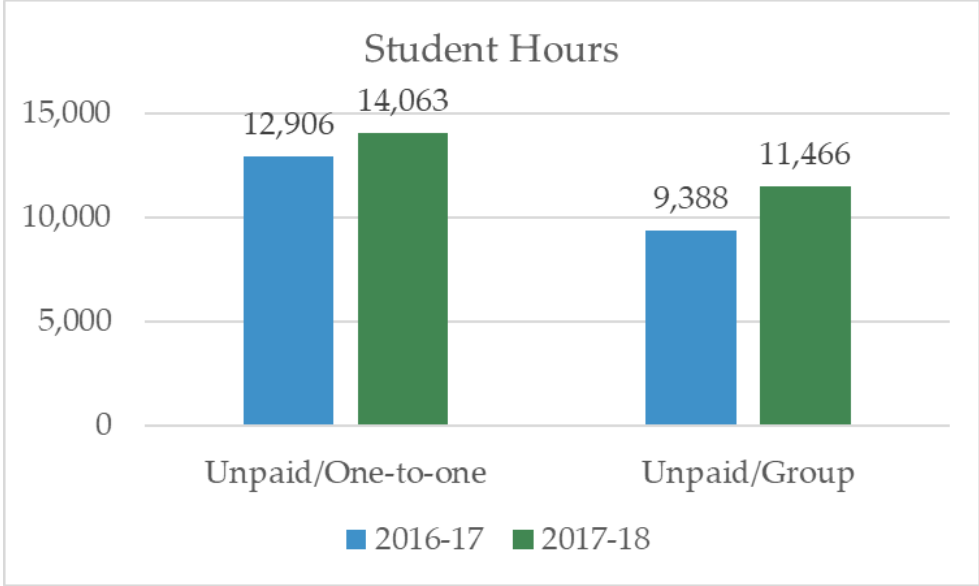
Figure 13. Tutors Instructional Hours

Tutor Hours

	Unpaid/One-to-one	Unpaid/Group
2016-17	20,562	3,433
2017-18	21,663	9,358
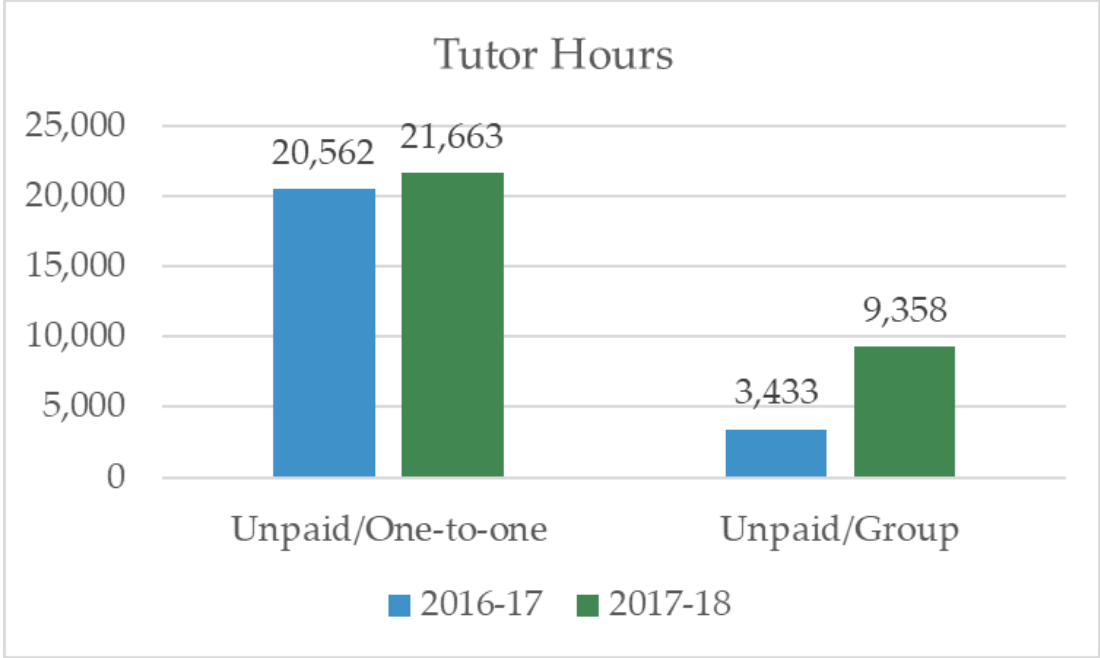
Training Events

The NMCL held 15 tutor training events around the State, certifying 211 new tutors[1]. It also held 4 Board and Program Management Trainings. There were two in-person directors' meetings held this year to focus on LACES and other program matters. Additional tutors and boards of directors were trained this year to increase program capacity, as shown in the accompanying figure. The NMCL also held its Training of Trainers Re-certification session prior to the start of program services.

Pre-service, in-service and professional development trainings are for site-level board members, volunteer tutors, and staff to help them understand and perform in their roles better. Pre-service trainings (about 8 hours) are conducted at sites throughout New Mexico by ProLiteracy and NMCL-certified instructors who provide potential tutors with ideas for techniques and resources for working with lower-level students and how to plan lessons for unique adults. At the Annual Meeting and Conference this year, the NMCL offered workshops on movement, assessments, goal setting, board information, and other topics. The NMCL also offers a Referral and Recruitment hotline, sponsored by KOAT-TV, which resulted in 38 referrals. Figure 14 shows all trainings conducted by NMCL.

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[1] In Figure 13, BL + ESL = 196. In the narrative, 211 BL and ESL tutors are reported because training events occur through June 30 and records continue to be updated. The final total will likely change as the log is updated.

Figure 14. NMCL Training Events
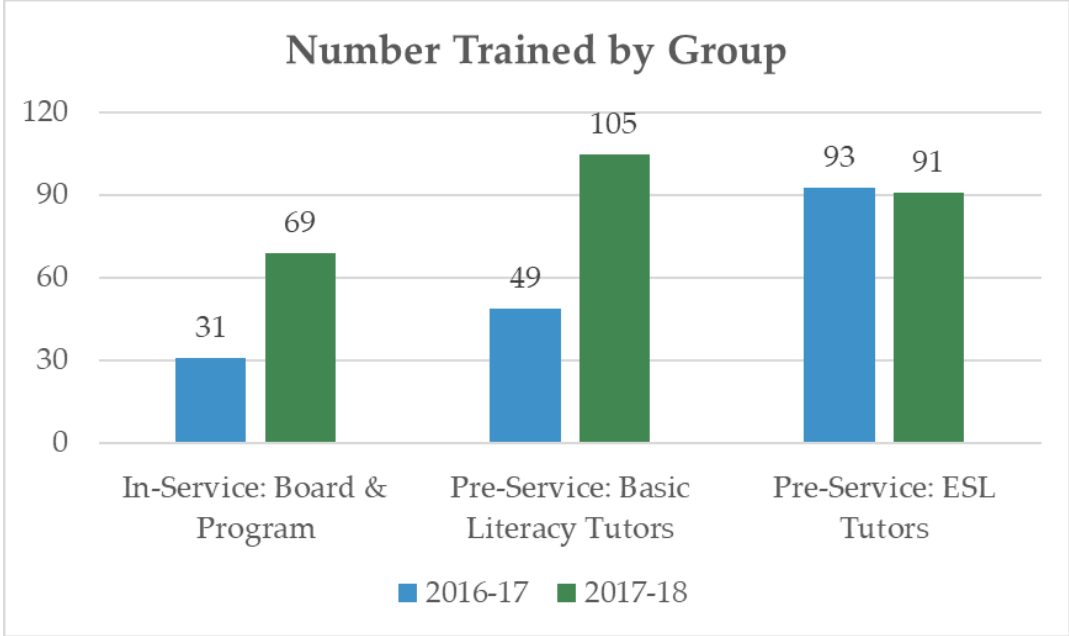
Number Trained by Group

	2016-17	2017-18
In-Service: Board & Program	31	69
Pre-Service: Basic Literacy Tutors	49	105
Pre-Service: ESL Tutors	93	91

Student Satisfaction

The NMCL provides a template to its funded programs so they can administer a student satisfaction survey year-round as students enter, continue with, and leave the program; the NMCL is committed to as much site level autonomy as possible and empowers site staff to manage their own student satisfaction processes. To ensure its delivery, the NMCL does require that all sites administer this student satisfaction survey to ascertain student progress on goals and satisfaction with services through its subcontract with these local sites.

Funding

New Mexico's legislative investment capitalizes on additional resources that sums to nearly triple the value of the initial investment. Table 1 shows funding sources, while Figure 15 shows a graphic representation. Currently NMCL does not value the overhead associated with property discounts. Most facilities have made local arrangements for extremely affordable space to operate. The return-on-investment (ROI) model differs from other educational models. This model capitalizes on local citizens willing to volunteer for their community and become involved in its betterment. Weather or not citizens volunteer time, make donations, or facilitate fundraising, this model emphasizes civic and community engagement. Other valid ROI models include classroom arrangements where a single teacher serves multiple students. These programs emphasize rapid academic advancement over civic engagement. Each model has its place for meeting different population needs.

Table 1. Funding Sources

Source	Amount 2016-17	Amount 2017-18
State contract	$661,300	$661,300
Other funding sources. Local programs & NMCL sites grants, donations, fundraisers	$257,600	$411,700
In-Kind raised in addition to state contract	$890,250	$978,580
Total program funding	$1,809,150	$2,043,580

Figure 15 Relative Investment by Source
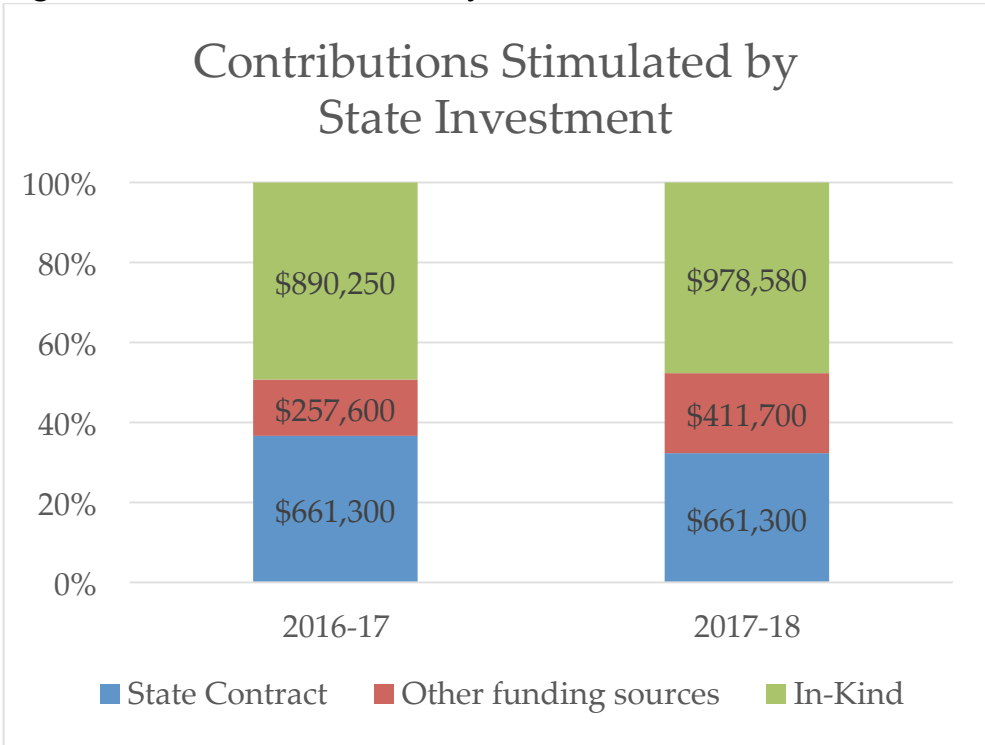
Outcomes

Characterizing outcomes for this population and program presents a number of challenges. First and most importantly, rarely does a student arrive at the door of a service provider and say, "Hey, I'm illiterate. Can you teach me to read?" Sites know this and build services that meet individual student needs while minimizing the stigma associated with those student needs. By definition, literacy goals do not directly apply, but form part of a complex puzzle. That puzzle includes such features as personal goals, educational goals, motivational milestones, and educational interventions. Second, to address the variation in student needs, the NMCL has begun characterizing educational goals and personal goals as separate items. This will help the NMCL report educational outcomes while demonstrating the variation in student needs. Third, most

participants in the population being served engage for brief periods of time over and over with extended breaks between engagements and programs allow for this because they do not screen as a general practice. Therefore, timeframes for outcomes aren't easily characterized. Past reporting practices have used varying time periods for capturing assessment results. This report uses a 365 day period from the previous year to capture two assessments (potentially a two year period).

Goal Attainment: The Qualitative Component

Many participants begin their programs with multiple personal goals. For example, individuals may wish to improve their ability to fill out employment applications and read to their children. Programs allow students to select multiple personal goals (Table 2), so goal counts represent the number of goals chosen rather than the number of students, which means that the number of goals could exceed the number of participants. This qualitative data element has been challenging for site personnel to fill out adequately. The values below show dramatic reporting improvement, but still likely underestimate the numbers of selected goals and their attainment due to overlapping operational definitions. The NMCL has plans to address this reporting challenge through training and the revised goals process mentioned above. In addition, most goals are collected at year-end during the time when students are post-tested. Due to this report's early due date (June 20), the NMCL has requested a new due date of August 15, which is after fiscal year-end, so that programs may have time to test students and collect and enter data.

Table 2. Personal Goal Attainment

Goal Attainment (Duplicated Count)	2016-17	2017-18
Improve English proficiency	348	327
Become proficient in English	115	98
Enroll in ABE	97	97
Achieve basic digital literacy skills	77	55
More involvement in children's education	43	30
Become employed	42	19
Visit public library	37	33
Obtain a library card	32	24
Advance in employment	25	21
Other	21	19
Read more to children	21	16
Complete HSE studies	18	18

Reading & Math Improvement: The Quantitative Component

The NMCL monitors Reading and Math improvement using standard assessment instruments, such as the Test of Adult Basic Education and other assessments sites prefer to use. Two versions of growth inform decision making: level gains from pre- and post-test and assessment improvement by instructional hours. Many challenges to gathering definitive results exist. The method used to calculate reading level gains employs highly restrictive measures that underestimates, to a great but unknown degree, the number of participants actually improving their reading. The goals section requires site staff to report level gains manually, which requires discipline to follow through (often on the tutors' part).

Figure 16 shows two years of improvement. Year 2 underestimates actual numbers as sites modify their reporting practices to provide standard results for this report. Challenges to collecting accurate assessment data include: gathering data regularly in the midst of non-regular participation and collecting the last assessment after a student feels successful and exits abruptly. The data system purpose was to standardize program implementation, assessment, and reporting. It now clearly demonstrates challenges in the field relative to assessment use that NMCL can address directly on site.

A feature of the new data system auto-calculates the hours of instruction relative to reading level gains (as measured by site selected assessments). This year, it took an average of 30.7 instructional hours to raise a participant's reading performance one level (as measured by site selected assessments). This is a decrease (an improvement) from year two (37.7 hours) and is likely due to more accurate reporting. Figure 16 shows the number of individuals site staff reported with goals set and goals met dates. This likely underestimates the true number of individuals who actually improved to a significant degree because a number of students in LACES work to improve their reading and writing at literacy programs without properly documented goals recorded in LACES. The NMCL offers a data guide and annual training to assist with accurate data entry, which improved reporting this year. The NMCL has plans to improve its data guide and training to refine it in the coming years.

Figure 16. Validated Reading Growth
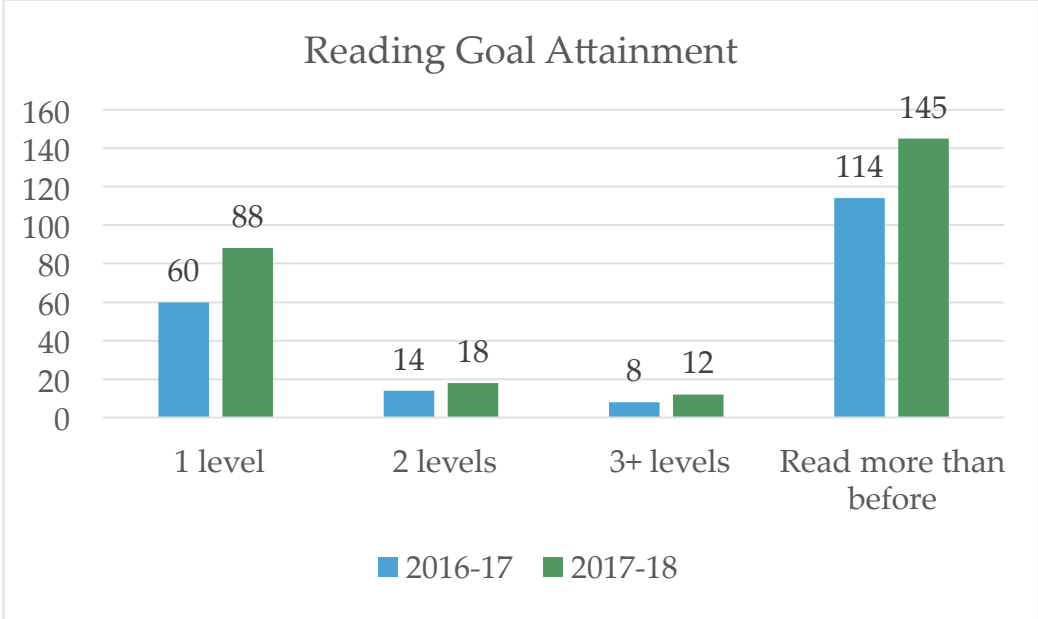
Reading Goal Attainment

Category	2016-17	2017-18
1 level	60	88
2 levels	14	18
3+ levels	8	12
Read more than before	114	145

While instruction in writing forms a critical feature of reading instruction, assessment costs constrain current program assessment abilities to reading and math. Site staff currently use no standard assessments to determine student writing levels.

Numeracy growth includes all the same data collection and reporting challenges as reading. Figure 17shows numeracy goal attainment.

Figure 17. Validated Numeracy Growth
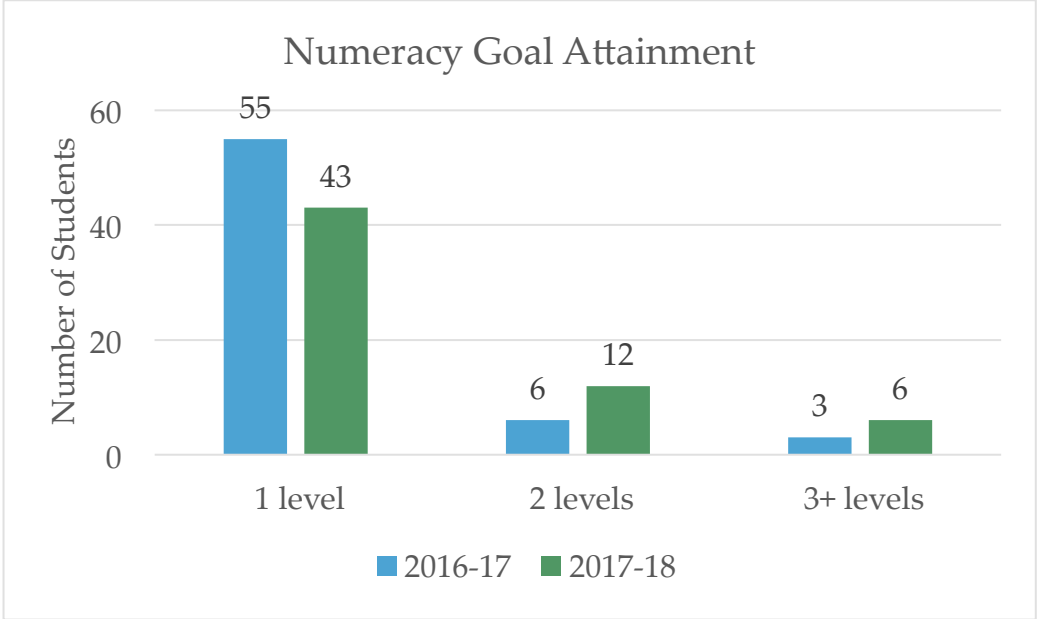
Numeracy Goal Attainment

Number of Students

Category	2016-17	2017-18
1 level	55	43
2 levels	6	12
3+ levels	3	6

Estimated Fiscal Impact on State

Estimating fiscal impact poses many challenges. The NMCL does not require families to report their annual income, as that is a very private topic. Further, program staff do not necessarily know when participants improve their employment unless that is a student goal. The NMCL estimates that families will increase their earnings by a minimum of $2.28 million dollars as a result of site level services (based in a $1/hour wage increase).

Funding Discontinuity

Last program year and in years' past (with funding delays as long as six months in one instance and a funding delay of six months plus a new matching funds requirement in another instance), NMCL programs have experienced many hardships due to budget cuts and delays in funding. They have also had to implement major programmatic changes as the contract was amended with little notice in most cases. This report covers the second year that programs received constant funding thanks to the State Legislature and Agency, but the funding remained reduced. The NMCL received the same amount of funding this year as last year. This flat funding helped stabilize site level operations and permitted slight growth in the number of students served.

The NMCL program is designed to be implemented year-round, which is why the State changed the type of contract the NMCL receives from Professional Services to General Services, as the latter implies that the activity occurs continuously, year-round, with no breaks. In addition, the State Legislature intended for the program to be year-round. Previous years' funding cuts, delays, and changes to program operations decimated local sites' ability to maintain smooth, scalable operations.

This year sites managed to stabilize their systems and prepare for scale-up, should opportunities arise. The NMCL will continue to identify new revenue sources for community based literacy programs to support their growth. The results of this effort were demonstrated above, with increased cash and in-kind donations; the State's continued investment in adult literacy assures prospective donors that the cause and program are worthy investments. By leveraging the State's investment, programs are able to raise at least two times more funding than they would otherwise. This additional funding allows programs to expand operations if continuity with their primary funding source, the NMCL through the State, continues. If it does not, these programs would not be able to leverage or expand upon this resource.

Conclusion

The NMCL is confident in the data for this report after having three years' worth of online data system implementation in LACES and a second year of stable funding. The NMCL looks forward to taking its historical data and comparing to its LACES data to make continued program improvements.

This year, 15 sites provided services to 1,390 students through 592 volunteer tutors who provided instruction. Using the strictest measures of improvement, 223 students met reading goals and 61 met numeracy goals. The impacts of such results propel students to improve their circumstances in ways that benefit the state of New Mexico's status relative to poverty and education. Students in NMCL programs around the State often improve their employment circumstances. The benefits of adults improving their literacy levels helps children through modeling and increasing parent and caregiver involvement in their child's education. These children then improve their school engagement and performance. That is, they arrive at school with improved opportunities to learn (an unmeasured component of a purported Public Education Department metric).

The opportunities afforded to New Mexico's hardest to serve population of illiterate and functionally illiterate adults through alternative methods of literacy instruction has a tremendous impact on the State's economy, public school system, adult education system, higher education system, and quality of life of New Mexicans. These adults and their children flourish with the skill of literacy and make positive impacts on their communities. If not for community-based programs that serve adults with unique learning needs in a one-to-one manner, these students would be lost. Already, recruiting and retaining these students under this flexible model proves to be a challenge. According to one program, many adults who struggle with reading, writing, and math are reluctant to ask for help and find the services offered at the public library less threatening. As one director says, "it's a great place for our nonprofit program."

In years to come, the NMCL will compare and contrast its various service delivery mechanisms to improve student satisfaction and outcomes. Despite funding cuts and the implementation of a new database management system, the NMCL and its programs have, nevertheless, shown improvement in program quality and outcomes. The NMCL expects next fiscal year's services and outcomes to remain level or experience slight growth, as programs cannot grow beyond their capacity to serve adult literacy students and their capacity to serve has shown to be proportionate to the funding they receive. Programmatic changes would need to be minimized, as well.

30 June 2015

New Mexico
Adult Literacy Provider Study

State Library Administrative Agency
Department of Cultural Affairs

Program Evaluator:
Curtis J. Mearns Ph. D.
Apex Education
(505) 828-0082
curt@apexeducation.org

Technical Consultant:
Stephen Reder Ph. D.
stevereder@gmail.com

the evolution of evaluation

New Mexico
Adult Literacy Provider Study

Executive Summary

Many politicians and economists consider low literacy and education levels to negatively impact New Mexico's economy among other important variables. With an estimated 700,000 New Mexico adult residents reading below 6th grade level, New Mexico does not attract higher paying jobs requiring higher skill levels, which keeps tax revenues at low levels per capita. Perhaps more concerning, these adult residents confront stigmatizing conditions exposing them to social disapproval or shame as a result of their low literacy skills. Encouraging adults to engage in literacy programs is an arduous yet delicate task. The New Mexico Coalition for Literacy (NMCL) came into existence in 1987 for that very purpose.

This study began broadly using data from a sample of sites supplemented with interviews and surveys from a sample of participants. As the study progressed, evaluators found challenging obstacles to collecting essential data elements. As a result, surveys and interview data produced a significant portion of results that follow. The evaluation accessed information from one urban and two rural sites, and depended on the various sources for information including interviews, data file analysis, and surveys.

The NMCL was founded by New Mexico's former First Lady Katherine Carruthers and receives funding from the New Mexico Legislature through the Department of Cultural Affairs state Library Division. The mission of the NMCL is to coordinate, expand, and enhance New Mexico programs so adults can read and write to achieve their goals (http://newmexicoliteracy.org/ May 2013). The State Library, under the Department of Cultural Affairs, commissioned the following report collaboratively with NMCL to determine who the NMCL serves, the type of instruction offered in adult literacy programs, and data that should be collected in the future for accountability purposes. Fourteen sites currently operate around the state with funds, training and material support from the NMCL.

In 2014, 1,007 participants received services by literacy organizations (all sites), and 79% were women. As part of the evaluation, only one site provided any ethnicity data showing most adults identified as Hispanic or Latino. Interestingly, collecting demographic information will cause some participants to refuse services, continuing the destructive stigma. Adults sought services to improve their reading, learning or speaking skills in English, attaining a GED, developing writing skills, and to better support their children's education or communication with school personnel. Sites carefully manage stigma reduction to engage participants in programs.

Contents

Introduction

Increasingly legislators ask for evaluations of programs they fund, so they can learn from program successes and continue providing support. Additionally, such evaluations serve to ensure that programs are carried out as planned. The accountability aspect of such legislative perspectives follows a desire to responsibly distribute limited taxpayer resources. Former First Lady Katherine Carruthers founded the New Mexico Coalition for Literacy (NMCL) in 1987 and receives a legislative appropriation through the Department of Cultural Affairs, State Library Division. The mission of the NMCL is to coordinate, expand, and enhance New Mexico programs, so adults can read and write to achieve their goals. The NMCL provides funding, training, and technical assistance to local community based adult literacy programs statewide. These local programs, in turn, provide literacy instruction to adults who want to improve their literacy skills. While sites working with the NMCL depend on legislative funding, they collect additional donations.

The State Library, under the Department of Cultural Affairs commissioned the following report. Several evaluation questions guided the work. Those questions follow three themes:
1. Who is being served?
2. What instruction is offered?
3. What data should be collected for accountability and evaluation purposes?

While this report answers specific versions of these questions, the study begins with a description of complexities of providing adult literacy instruction because interpreting all results requires that background knowledge.

Upon designing this study, planners expected to conduct an empirical study with qualitative components. Conditions in the field limited this ability for two reasons. First, although data systems at each site allow for daily operations, site staff were unfamiliar with data transfer for analytic purposes. Second, privacy protocols varied from site to site requiring the study to accommodate variability in the amount of data available. Therefore; results that follow depend more heavily on qualitative research than planned.

Methods

This evaluation sampled sites as specified by contract where one urban and two rural sites participated. Evaluators accessed information from seven sources: an interview with the NMCL executive director, interviews with site directors, data file analysis, anonymous surveys of participants and tutors, interviews with participants and tutors. Four college students participated in a 1.5 hr training to prepare them to administer a telephone survey that took place over a two week period. Additional method details can be found at the end of this report. Counts of participants in this report may be from the 2014 annual report of all sites or from the three sample sites of the 2014-15 program year and specified in text.

The Setting

The Workforce Investment Act (WIA) of 1988 and the recent Workforce Innovation and Opportunity Act (WIOA) of 2014 fund programs operated in New Mexico and other states. Both WIA and WIOA include Title II, the Adult Education and Family Literacy Act (AEFLA), that creates a partnership among the federal government, states and localities to provide, on a voluntary basis, adult education and literacy activities. In recent years, the AEFLA required states to provide at least a 25% match to supplement the federal funds received under AEFLA. New Mexico designated the Higher Education Department to administer its AEFLA funding and programs and has provided more than this minimum required match of state funds. Eligible local providers compete for funds to operate programs providing these educational services.

The states, the federal government WIA and WIOA, and NMCL network programs report numbers of adults from the target population who are served by adult literacy programs each year. For the 2010-11 program year, the latest for which data are available, WIA adult education programs served 21,466 adults in New Mexico. This compares with 1,007 adults served by programs in the NMCL network (all sites) in the 2013-14 program year. The overall demographic composition of the learners served by the NMCL programs is similar to the learners served by the WIA programs. However, later this report shows important differences remain with regards to previous educational experiences and response to stigma.

The range of services and the types of goals provided by the NMCL and WIA programs in New Mexico are generally similar. Naturally, there is more concentration of basic literacy and English as a second language (ESL) skills in the community-based and volunteer programs within the NMCL network. Participants in NMCL programs have personal goals that parallel academic goals, but resist traditional academic testing outcome measurement. The NMCL (2014a) year-end report contains details of these service and goal attainment profiles. While other important programs provide literacy services, NMCL member organizations serve individuals unlikely to use services funded under WIA or WIOA.

This report describes NMCL organizations that operate programs outside these federal funds. The NMCL receives other state funds (but not federal AEFLA funds) to assist local community-based organizations provide literacy services to adults. Additionally, all organizations receive contributions from private sources. A description of those private contributions exceeds the scope of this report.

Structure of the Program

First Lady, Katherine Carruthers developed this literacy program in 1987 as a response to public concern over low literacy rates in the state. Common interpretations of these

low literacy rates are that it keeps the state from attracting higher paying jobs, and thus keep tax revenues at low levels per capita.

Evaluators use a logic model along with other sources to determine cause and effect relationships, programmatic assumptions and expected results. Often program staff appreciate these images because they have built programs one piece at a time, and they developed connections intuitively. Logic models rarely provide new information to program staff, rather a validation of their working theories.

The logic model in Exhibit 1 shows cumulative effects of program activities that sum to a multitude of outcomes. Think of an hour glass shape, with the top end acting as a funnel to produce spreading effects. The bottle neck would be the critical instructional activity. All other activities support the critical activity. The spreading effects begin with increased literacy skills and expand to family and the community.

Exhibit 1. New Mexico Coalition for Literacy

Logic Model

Activities:

Outputs:

Outcomes:

Population Needs:
Est 700,000 NM adult residents read below 6th grade level

Organizational Needs:
1. **Expand:** encourages & supports community-based literacy programs

2. **Enhance:** Economy of scale efforts, Fund raising

3. **Coordinate:** privacy/confidentiality, Flexible scheduling, Support services, Address co-occurring disorders

1. State of New Mexico Literacy Program Appropriation; start & fund local programs
2. operation of the New Mexico Literacy Resource Center (U.S. Department of Education)
3. Statewide, toll-free referral, recruitment, and information hotline

1. Field Research
2. Awareness & Advocacy
3. Professional Development Optnty
   • Tutor - Pre-service, In-service,
   • Annual mtg
   • Directors & Boards (pre-service, in-service
4. System Support: referral logs, sign-in sheets, etc.
5. Fund raising activities

1. Coordinate State Literacy Efforts
2. Connect Local Programs to Community & Statewide Resources
3. Refer participants to broad range of educational & social support services.

N orgs added/lost annually
N volunteers & participants recruited

N conference participants
N users of independent study software
Gain Non-state funding (report $)

N of New Mexico programs Clearinghouse (amount of access)
N orgs supported (contacts by type)

1. adults can read & write to achieve their goals.
2. reduce proportions of Pop w/ literacy challenges

1. More people use services?
2. Reduce stigma & shame
3. High retention rate (relative to other ed institutions)
4. Reading to children,
5. Educational involvement
6. Improved Student grades
7. Employment gain or advancement
8. Education (ABE or post Sec)
9. Increased confidence
10. Sibling & child effects
11. Public assistance exit

What Services are Available?

Survey results in Exhibit 2 show a variety of reasons respondents reported for seeking services. This table shows the problem with some self-report question methods. Respondents suggesting they sought services to gain a GED, for example, likely needed to improve their reading and writing skills since program staff report redirecting participants to basic literacy instruction. Further, it's a different level of analysis to say you want to speak better English, than to say you want to gain citizenship.

Every response in Exhibit 2 describes improving the respondents reading and writing skills, but the reported reason sometimes indicate a condition prompting the goal. While learning English appears dominant, ESL serves adults with diverse educational backgrounds including skilled professionals from around the world such as doctors, engineers, and nurses who wish to improve their language skills before taking courses to earn

Exhibit 2. Reasons for seeking services

Reason	% of Answers
learn or speak better English	59
learn to read	15
develop writing skills	9
prepare to attain their GED	3
attain citizenship	3
better support their children's education or to be able to communicate with school personnel	3
address needs related to disabilities	3
get a better job	1
other reasons	2

their field's certification in the United States. Interviews revealed this pattern in the urban area while it is often agricultural workers in rural areas who seek additional literacy skills needed for more stable jobs. Native American participants also take advantage of ESL services. Those participants responding that they wanted to speak better English sought to improve their reading and writing to address personal goals and needs. Local program staff see all literacy impediments as within their mission to address. Further, they value the equity of providing those services to anyone who walks through the door. Aside from the social justice equity issue, how would ESL learners, denied that opportunity, engage in their community without some assistance? The alternative to engagement is isolation which recent events has highlighted as a major contributor to violence.

Who Uses Literacy Services?

Exhibits 3 & 4 show the distribution of females and males using service as estimated from available data files of the three sample sites. Most (79%) of participants are female. Females tend to seek services in a narrower age band than males even though the average age of female (39.9) and male (40.1) participants are similar.

Exhibit 3. Female participants by age

Age
Gender: F

Mean = 39.93
Std. Dev. = 11.826
N = 522
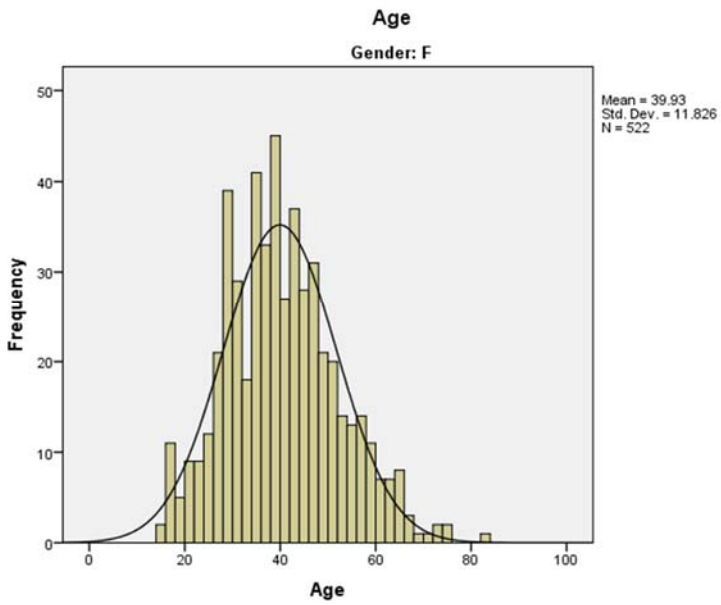
Exhibit 4. Male participants by age

Age
Gender: M

Mean = 40.98
Std. Dev. = 14.778
N = 205
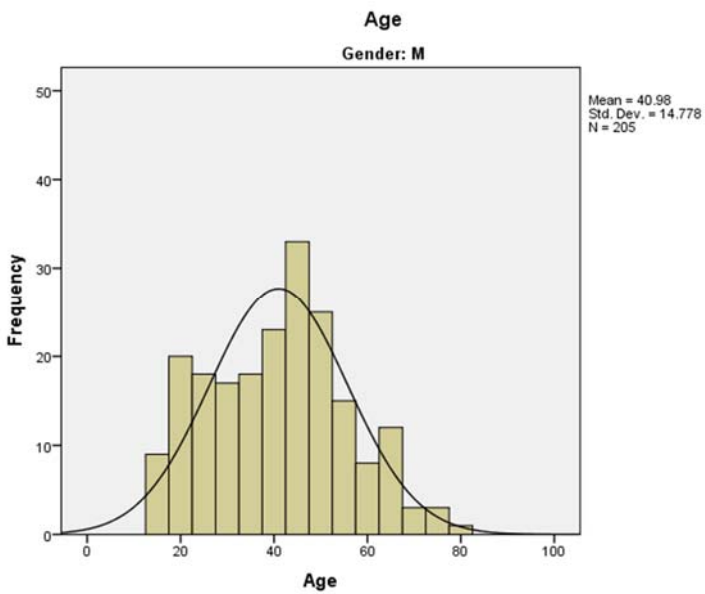
Exhibit 5 shows that respondents often have children.

Exhibit 5: Participant respondents with children

Number of Children	Percentage of Respondent
No Children	20%
One Child	21%
Two Children	31%
Three Children	14%
Four Children	8%
Five to seven Children	5%

* Estimated from Participant Survey

The Role of Stigma

Literacy workers encounter many participants who are responding to stigma. Merriam Webster defines stigma as "a mark of shame or discredit", while Wikipedia calls it a "severe social disapproval of personal characteristics or beliefs that are against cultural norms." The cultural norm involved is an ability to read at some basic level of functioning or to speak standard American English. As such, the conditions leading up to a lack of those abilities have various consequences participants may wish to hide. Interviews with site directors, tutors and staff reveal careful planning and ways of interacting to limit participants' experiences of stigma. For example, program staff do not collect data on ethnicity or collect it in non-standard ways. Similarly, meeting places and times for participants and tutors must be carefully selected, so participants feel comfortable with the social context. Avoiding other high profile institutions like universities and social service agencies also helps these participants feel comfortable. One tutor spoke about the difficulty it took to get a participant to take a test at the local community college. It required months of conversation and a promise to accompany and wait while the participant completed the test. Another participant discussed attending a community college program where s/he felt humiliated because the teacher asked about the participant's ability in front of the rest of the class. The participant never returned to the class afterwards.

Stigma versus Participant Recruiting

While literacy centers' primary function is to increase literacy, they must recruit with a range of other services such as those shown in Exhibit 2. Sites creatively contextualize the literacy service within local participant needs. The two rural areas this study included had large agricultural employers, while the urban center attracted an international clientele. Each center also offered GED services, along with numeracy and computer skills. This breadth of offerings helps ameliorate the stigma of walking into or contacting a literacy center. Additionally, site directors set up clearly adult education environments

without a university or an elementary feel. These are respectful and challenging environments. While many participants are comfortable in these environments, tutors mention meeting off site for some students needing basic literacy. One tutor made arrangements at a church for their meetings. The tutor and participant arrived and left at different times so as to relieve any suspicions of locals.

A reasonable person might ask how a direct approach to recruiting might work? Exhibit 6 shows just such an approach. Young adults we classify as dropouts rarely self-identify as dropouts. This billboard would miss most of those it was designed to address. For those that may self-identify, they would not think "wow, I can't wait to hang out with the rest of the dropouts?" Or "those people really understand me!" Since they are young, others may be making decisions on behalf of them. This becomes a high stakes opportunity, where a student suddenly takes on a label s/he may not be proud of, and where failure would compound the shame and stigma. They would in essence become a double dropout. Literacy site directors carefully avoid stigmatizing the very individuals they wish to serve. They never communicate about stigma directly. It's a subtle way of doing business that is required on a daily basis or else the reputation suffers and the entire organization's reputation is put at risk.

Exhibit 6. What is wrong with this sign?

Another similar framework for addressing stigma in New Mexico is evident where school based health centers incorporate behavioral health services. There has always been stigma associated with receiving behavioral health care at a particular facility. Now that it is incorporated into a standard medical health center, students who go for behavioral health care can't be distinguished from those going for medical care. Similarly, literacy directors develop this one stop service model to draw clientele with the range of services they offer.

The Role of Personal Goals

Comprehensive reviews of theory and practice in adult education and development provide ample evidence of the diversity and breadth of learners' goals (e.g., Beder, 1991; Darkenwald, 1986; Smith, 2009). Beder (1991) reviews evidence showing need for programs to align their services with learner motivations and life contexts. MacDonald & Scollay (2009), who conducted a longitudinal study of tutoring pairs, found identity changes to be an integral part of the process of adult literacy development and that effective tutoring needs to help learners to address a broad, customized set of personal needs and goals. Interviews with learners and tutors in the present study also identify the importance of these identity changes and personalized goals. Neither the NMCL nor WIA programs, however, are expected to report on a broad set of goals from perspective of adult development and learning. Although it is unlikely that WIOA programs will substantially broaden either their mission or goal reporting, NMCL programs have the capacity through the close tutor-student relationships, to report at least on an anecdotal or case study basis, the breadth of learner development and goal attainment. The NMCL has used such material effectively in its latest case statement for providing adult literacy services (NMCL, 2014b).

Personal goals drive participants to search for opportunities to improve themselves. As seen above, participants attend for a variety of reasons. Site directors uniformly mentioned that educational goals derive from participant motivations. As such, test scores associated with literacy improvement take on less importance than they might in other educational settings. While participants expect programs to meet their goals, legislators may expect measurable improvements in reading ability. Outcome measures remain an essential part of all evaluations. Using test scores as a principal outcome measure misplaces the focus of literacy interventions on a peripheral measure of the actual intended outcome – goal attainment. Methods called goal attainment scaling have decades of development and fit this context better than other outcome measures.

Reframing the Conversation

Reframing the conversation around building social inclusion for disempowered individuals may emphasize having what site directors' call providing stepping stones. While good grammar or even logic might require describing a stepping stone as having a starting point and a destination, the site directors realize that leaving out sociological descriptions of programmatic theory of change empowers their participants to come for help and to receive it. It is never about "what we can do for you" and always about what participants can do for themselves.

On site, directors build systems and train staff and tutors to meet participants where they are at. This engagement method has worked for decades and allows participants to access services at their own readiness level. Many participants arrive on site with simple goals like gaining a GED and tutors build a plan with smaller steps to reach that

goal. For example, tutors would work on basic literacy ahead of further preparation for taking the GED exam.

Demographics of the Population Served

Last year, 1,007 participants received services from all sites. Of the total, 281 were Basic Literacy native English-speaking, 202 were Basic Literacy non-native English-speaking, and 424 were English as a second language learners. The reader will notice that the three categories above add to 907. Field staff at different sites use different definitions for the different services, so subgroups do not add properly. Throughout this report, evidence will begin to accrue that common data collection elements need to be in place. This is the first example of that necessary collaboration.

The three site sample of data collected showed a one year average of 247 among the three sites. Exhibit 7 shows how the number served by all 14 sites can vary across years. The drop in participants served appears to result from severe funding inconsistency.

Exhibit 7. Service delivery by fiscal year.
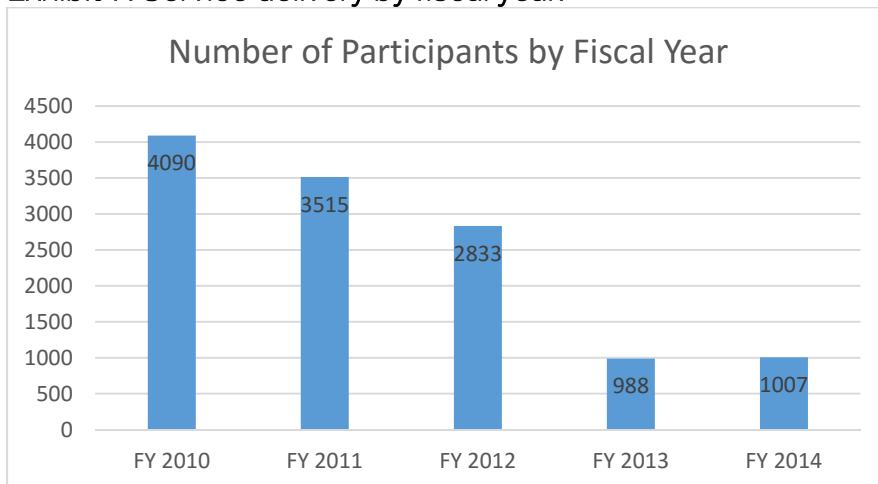
Exhibit 8 shows how a 55% funding cut impacts services and costs in a lagged fashion. While the number served begins to drop as funding drops, sites had enough budgetary strength to compensate for the first 55% budget cut (FY 2012). The second year of the 55% funding level (FY 2013) shows a massive decline in service. While funding increased in 2014, infrastructure damage had been done, and recovery lags funding increases. While infrastructure means tangible things like books and copiers, the biggest impact is in loss of tutor training and disruption to the tutor pipeline. Program staff in the field speculate that potential participants hear that the waiting list is too long, and conclude there is no use getting in line.

There is evidence that service numbers have begun to increase in the current budget year, but final numbers are not available at this writing. It is highly likely that as funding stabilizes costs will decline as program staff begin to rebuild programmatic efficiencies. The reader may be tempted to consider requiring diversification of funding sources as a means of stabilizing funding. Communities with the highest need are likely to have the least ability to raise their own funds.

Exhibit 8. Appropriations, Participation and Costs
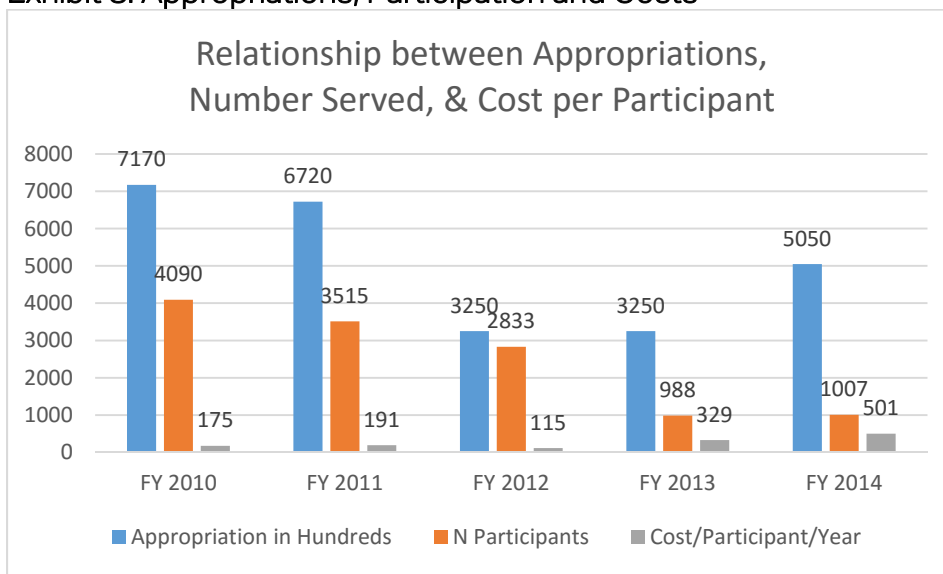
Only one site provided ethnicity data the evaluator could access. Exhibit 9 shows the proportion of Hispanic and non-Hispanic participants at one site. Collecting demographic information will cause some participants to refuse service. A two stage intake process where tutors gather information after establishing a trusting relationship with the participant may solve that problem. The NMCL would organize the collaborative activity required by site level staff to build the common operational data collection policy.

Exhibit 9. Estimates of Ethnicity*
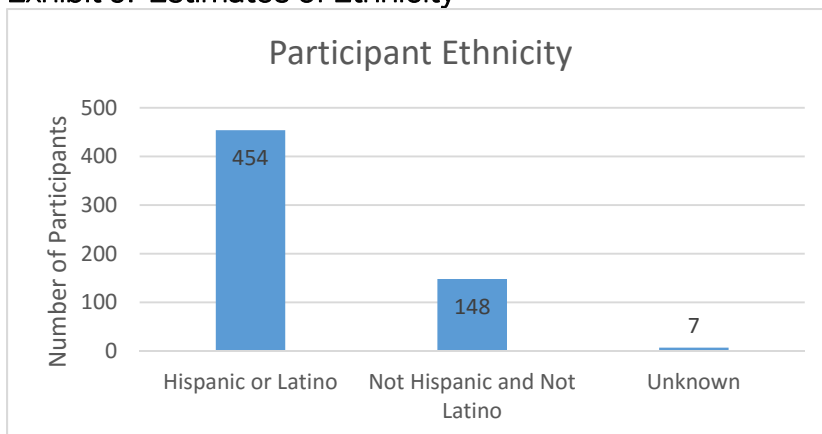
* Data from one site only

The participant survey gathered data about current and previous employment. Exhibit 10 shows employment categories respondents provided. Due to missing data, only 58 participants provided responses to both "before" and "current" employment survey questions. Of 58 respondents to both questions, 10 individuals (17%) clearly improved their job status (not shown in Exhibit 10).

Exhibit 10. Self-reported employment before services and current. (% Students)

Type of Employment	Before Program	Current
unemployed, disabled	32	38
cook, cafeteria worker, dishwasher	15	11
service work (e.g. school employee, beautician, elder care)	12	9
homemaker	12	12
manufacturing and trades work (including farm worker)	8	3
retail, customer service, clerk	8	8
house keeper, cleaner	5	6
supervisory/managerial or specialized work)	3	9
self-employed, odds/ends, day labor	3	3
retired	2	2
Total Responding Students	**60**	**66**

Anyone who thinks about this service deeply, will realize the literacy programs around the state serve a population of individuals at the lowest end of the socio economic scale, and often of minority status. Literacy services impact job status as well as life goals such as earning a GED or gaining citizenship. These are entry points to stepping up to better opportunities. Site coordinators and tutors alike discuss redirecting participant goals that address basic literacy on the way to meeting these important and understandable personal goals. Redirecting goals means setting up smaller attainable goals that sum to the larger personal goal.

Potential Barriers

Barriers to instruction fall into three major categories; life interruptions, tutor - student compatibility, unidentified and/or un-remediated cognitive challenges. Most of the participants in these programs live at the lowest end of the earning spectrum. Their lives are often chaotic with interruptions most readers of this report can only imagine. Frequently reported interruptions include health challenges such as diabetes, blood pressure, deaths in the family, jailed family members, frequent moving of residence, job changes, unexpected travel, etc. While we may think that any one of these is commonplace, program participants may experience several at a time for months on end. When life calms down enough, participants engage or re-engage in the program. These chaotic conditions make tutors and program directors reluctant to discuss attrition. Many students "take a break" and re-engage some months later. Never the less, information about the period and duration of engagement is critical to describing

the flow of the instructional experience and the learning trajectories of the participants. This participation pattern is found throughout adult education (Reder, 2014a).

Directors carefully manage tutor and student compatibility. Perhaps their years of experience play into the matching, perhaps high levels of social emotional skills, perhaps training from the NMCL, or perhaps it is frequent checking in with matches (often at 6 week intervals) that make this critical feature apparently successful. Interviews revealed an occasional mismatch that needing adjusting, but these re-matches tended to occur early in the participants' learning path, so they did not became discouraged.

Un-remediated cognitive challenges pose another serious set of challenges for programs. First, it's not known what percent of participants would have these challenges. Second, diagnostic instruments are expensive and require highly trained staff to administer them. Third, even when tutor and participant can identify cognitive challenges, effective remediation methods may be difficult to find. If they were readily available, the challenges might have been addressed already.

One implication for students with potential cognitive challenges has to do with previous or new labels that the student may have heard with reference to their own functioning. A huge body of literature over three decades shows detrimental effects of such labels. Motivating students in these contexts can be challenging for tutors.

Beder (1991) and Darkenwald (1986), as part of their broad reviews of adult education, examined adults' patterns of participation in programs. Reder and Strawn (2006), followed students over long periods of time and saw their participation often consisting of multiple short periods of attendance, fragmented over time, sometimes across multiple programs. Belzer (1998) argued that these students are better understood as "stopping out, not dropping out" of programs. Persistence of participation was thought to be both difficult to achieve and essential for successful learning. Comings and colleagues studied persistence in both adult basic education and tutoring programs. They conceived of participation as the byproduct of positive and negative field forces acting on the individual, some forces attracting students into programs, others posing barriers to their continued participation. They suggested specific interventions that might help students build persistence of participating in programs (Comings, 2009; Comings, Parella & Soricone, 1999).

The NMCL (2014a) reports over half of students are active and had participated in previous program year, consistent with multi-year patterns of participation in basic skills programs reported in the research literature. This also fits with learner interviews conducted in this study about participation and persistence.

Basic Accountability Requirements

Accountability reporting driven by legislative and funding sources would require a common data system. Further, it would require minimal demographic information (e.g. age & gender), specific program participation descriptions, and outcome descriptions. Using highly descriptive demographic information will alienate potential participants due to stigma and privacy concerns. Specific program descriptions will require standard language usage across sites throughout the state. A common information system with embedded and accessible operational definitions would help, but the NMCL would need to provide annual training to keep data entry accurate and results meaningful. Outcome descriptions would include the Test of Adult Basic Education (TABE) and English as a Second Language Oral Assessment (ESLOA), in addition to custom goal fields with historical update reporting capability and summary progress fields. Custom goal fields would allow for monitoring of task specific progress such as reading the new job related material a participant may have been faced with. Keeping a historical record of these goals would allow monitoring progress on specific learner goals as well as skill gains on testing instruments for more advanced or academically successful students. Exhibit 11 shows a summary of basic accountability elements.

Exhibit 11. Types and examples of elements of basic accountability reporting

Demographic Information	Specific Program Participation Descriptions	Outcome Descriptions
Age (initial intake)	Personal goals	Goal attainment scaling
Gender (initial intake)	Instructional Paradigm (e.g. Basic Literacy, Adult Basic Education, ESL, etc.)	Performance measures (e.g. ESLOA & TABE)
Ethnicity (delayed intake)	Materials description	Employment status & job title on exit (or on change)
Language (delayed intake)	Hours met (participating)	
Employment status & job title (delayed intake)		

This report suggests a follow-up or delayed additional intake activity where program staff can gather additional demographic information after building trust and rapport. Without such a plan, basic demographics will always appear impoverished and detailed early intake versions may have the effect of alienating potential participants.

Measurement Instruments Required for Measuring Accomplishments

Program accomplishments come in different classes: diagnostic progress (to focus teaching efforts); basic literacy progress (overall functional skills); and auxiliary - such as ESL, GED; and goal attainment. Program staff collaboration and discussion could produce a common logic model that allows for accurate reporting with shared definitions.

For basic literacy, sites in the study currently use TABE at various intervals and times. While a new instrument available to the public is under development, it is not available yet. Any common information system will have the features to include multiple assessments. The field staff at sites in the study have standardized on these two instruments for now, and the NMCL continues to support both of them. This will be a primary academic measure, but likely only applicable to a portion of the population.

Program staff must also measure auxiliary service goals such as GED, ESL and Citizenship. These are likely to be a culmination of some of the work above. As such, it will also only apply to a portion of the population that has managed to remain engaged over the course of the above programs. These are the attractions for participants to visit the center and they must have their own measures.

This report suggests an umbrella goal attainment scaling approach to organizing the breadth of measures required for reporting. It should be possible to develop a system where goals are identified and then steps along the way are measured while monitoring the ultimate goal. Site staff would collaboratively develop the system with evaluator facilitation. They would discuss a progression from various beginning points and then fit them into a larger picture. Goal attainment scaling would require rubric development where field staff provide critical input and system testing. This development would simplify and standardize reporting such that progress toward goals could be measured at any point in the process regardless of the initial identified goal.

Two other elements may be useful: satisfaction evaluation instruments and self-efficacy instruments. While these types of tools have inherent challenges, they do provide an opportunity to discover information program staff would not normally have access to. The NMCL would need to develop some evaluation capacity for regular reporting of this sort of data.

Outcome Measures

For program evaluation purposes, the NMCL should consider gathering two sets of measures: program implementation and program outcome. For program implementation, measures of participation in types of program is essential. Additionally, hours of participation in each program allows for advanced evaluations that address effectiveness. Finally, descriptions of methods will help with fine grained analysis. These descriptions must be qualitative by nature, as tutors often avail themselves of their own resources. Further, they must be brief, or risk not getting the information at all due to an over burden on data entry. A data system may be able to make common descriptions into check boxes that would ease the reporting burden.

For program outcome measures, the primary measure should be goal attainment. As tutors break down goals into obtainable sub goals, they will identify additional measures with more traditional measures such as the TABE.

Summary of Essential Reporting Measures
1. Measures of participation in types of program
2. Hours of participation in each program
3. Descriptions of methods
4. Goal attainment
5. Sub goal attainment (performance measures minimum of three, but optimally five or six)

State Costs per Student

Costs to the State must be considered at multiple levels in addition to the legislative appropriation which has varied 220% from high to low over the last 5 years. Such funding variation seriously impacts the scope and scale of participants the programs can serve.

Decision makers must consider facilities costs. Two sites in the study receive reduced rate (cost per square foot) at less than 30 cents per square foot. At the time of this writing, office space in Albuquerque goes for over $14 per square foot with the cheapest rates observed at $7 per square foot (http://www.loopnet.com/New-Mexico/Albuquerque_Office-Space-For-Lease/). Without unusual rental opportunities New Mexico Literacy organizations would lose more of their appropriation to facilities. These rates are possible in two sites because of depressed economic conditions which required city government contraction. As economic conditions improve, these facilities are likely to be required for government service expansion. The NMCL, local sites and legislators need to plan accordingly to avoid an interruption in future services.

While it is common to ask about return on investment in business contexts, similar questions become quickly complex in social contexts. Cross generational impacts of participants' learning on their children are difficult to measure. A large percent of participants have children (Exhibit 5) and grandchildren who likely benefit from their participation. Further, these organizations provide a critical avenue for schools to engage with parents they might otherwise fail to engage. Educators across the state clamor to increase parental engagement as one method to increase student educational outcomes. Costs associated with low educational outcomes accrue in terms of youth who may turn to crime or otherwise fail to contribute to the tax base. Indeed, one participant interviewed told the story of turning to crime as a youth.

Other direct societal benefits accrue as participants gain better employment and contribute to their communities. One participant had joined the volunteer fire department and while this is only a single example, it demonstrates how difficult assigning return on investment values can be in these contexts. Assigning value to giving back to the community can be done when known, but only fractions of participants stay in touch with program staff on a regular basis.

Imagine the alternative to offering these opportunities to increase societal participation. What activities and burdens would society face? Increased dependence on social services and increased crime and incarceration? Whether domestic or foreign born, the rise of terrorism can be traced to social exclusion or alienation. The savings associated with mitigating these risks in an open society have never been enumerated, but the costs of such acts are quite well known in dollars and even more in human suffering.

Costs to the State per participant per year in the most recent year data is available are $501 (Exhibit 12). Because of the condition of data it is impossible to convert cost to dollars per grade level improvement. While there is no direct evidence explaining the recent rise in cost, there is unconfirmed evidence that costs have dropped this year. Costs dropping this year would indicate infrastructure rebuilding has begun to taper off.

Exhibit 12. State costs per participant per year.
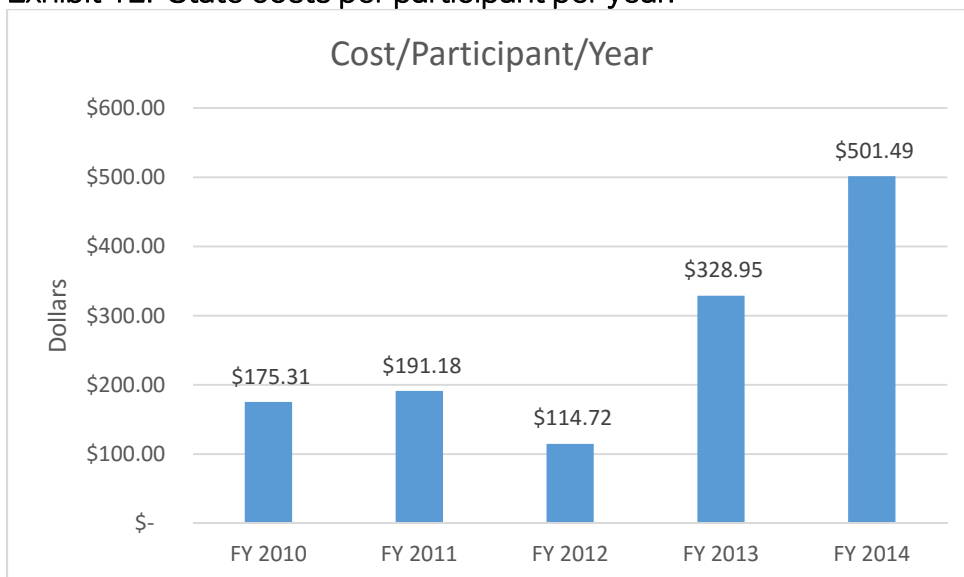
Existing Educational Structures

This report does not intend to deride any current educational systems. While it may appear as if educational systems had failed some participants, two of three interviewed said they did not blame any other systems. One participant said that they were a bad fit for the public school. That participant lost his/her father at a young age and turned to the street for attention. Schools aren't set up to address those sort of issues.

Other examples mentioned include the intimidating nature of universities and community colleges as program settings for these participants. Again, these are participant perceptions and not necessarily institutional failures. Universities are not designed for everyone, and community colleges serve broad swaths of the population. The population taking advantage of literacy services has just been a poor match for the

university, community college, and public school systems. The literacy organizations around the state address this under-served portion of the population to a small extent.

Data and Site Familiarity vs
Large Scale Access

While this report documents difficulties accessing data within site level databases, more rigorous studies would require data in a form program staff have little experience with. Therefore, program staff likely access data on an individual level that the evaluator could not access due to lack of system documentation. That is, site staff manage to get their job done on a daily basis. Gathering data for a rigorous evaluation required unusual access to data that program staff were not familiar with.

State Accountability Challenges

Governmental agencies have increasingly ceased providing services and become contract managers for other organizations providing services. While this collaborative approach reduces costs to the State and shifts responsibility to communities, there are tradeoffs regarding control of mission and implementation processes. The relationship between the State of New Mexico as a funder and the NMCL requires that monies "flow through" to other local organizations that are answerable to their own boards. Additional complexity arises in this flow through context. The NMCL establishes operational policy, for example, by providing sample intake documentation, providing tutor training, promoting operational standards, and providing board training. Local organizations depend upon and appreciate this support. When NMCL serves as a contract manager with accountability requirements and implementation support functions, role conflict may arise between State, support agency, local organizations.

Contracting and accountability cautions could include appreciating (measuring) local variability in services and participants, avoiding high stakes accountability, and allowing for local mission specific goals and activities. Conceptualizing reporting as descriptive information gathering ensures accurate and informative data for policy decision making.

Instructional Approaches

There has been a fair amount of research on instructional practices in adult basic education and English as a second language classrooms. Purcell-Gates, Degener, Jacobson & Soler (2000) followed numerous classrooms over time and found that the extent to which teachers engaged students in using authentic literacy practices from their everyday lives was related to the measured growth of students' engagement in literacy practices outside of the classroom. Reder (2009a) conducted a long-term longitudinal study of target adult population, and compared those who attended

programs with those who did not. He found that programs had short-term impacts on adults' everyday uses of literacy but not on their short-term literacy proficiency scores. Later analyses showed that program participants' short-term gains in literacy practice engagement transform over time into longer-term gains in their assessed literacy proficiency (Reder, 2009b) through a mechanism called practice engagement theory (Reder, 1994, 2013; Sheehan-Holt & Smith, 2000; Smith, 2009). An important implication of this research is that adult programs, including tutoring programs, could focus on helping students engage in personally meaningful literacy practices (e.g. those associated with their goals) that would persist over time and facilitate the ongoing growth of literacy proficiency long after students leave the program.

Alamprese (2009) conducted large scale observational studies on adult basic education classrooms and Condelli, Wrigley and Yoon (2009) on ESL classrooms. Both the Alamprese (2009) and the Condelli et al (2009) studies attempted to find correlational relationships between the occurrence of a range of instructional practices in the adult classroom and changes in students' assessed cognitive and noncognitive skills. Large random controlled trials (RCTs) experimentally contrasted the effects of specific instructional approaches on a range of student learning outcome measures (Alamprese, Arthur, Price & Knight, 2011; Greenberg, Wise, Morris, Fredrick, Nanda & Pae, 2011; Hock & Mellard, 2011; Sabatini, Shore, Holtzman & Scarborough, 2011). There were relatively few systematic conclusions from these large scale studies that provide clear guidelines to the field about the relative effectiveness of different types of instructional practices, perhaps because of the short-term nature of the time period over which changes in outcome measures were assessed, which as seen above, may not capture the long-term impact instruction has on literacy development (Reder, 2014b). Although there is not space here to go into the details of these many studies and their findings, broad reviews are available elsewhere (Kruidenier 2002; Lesgold & Welch-Ross, 2012; Venezky, Oney, Sabatini & Jain (1998). An important caveat to this overview is that almost all research on instructional practices in adult literacy has been conducted in classroom rather than 1-1 tutoring sessions (Belzer, 2007).

Sites discussed two common patterns of instruction one to one tutoring and group classes for ESL contexts. Program staff checked in with both learners and tutors to assure a constructive working relationship. That means that a learner may be assigned a different tutor to improve outcomes. Group ESL and citizenship settings were practical because shame was less of a barrier. This group configuration makes ESL instruction significantly more cost effective, although that level of instructional detail was not available to develop cost estimates.

Key Relationship between Tutor & Learner

Interviews in this study with program directors, tutors and learners alike identified the central importance of the tutor-learner relationship for learner and program success. This is consistent with research on the tutor-learner relationship in adult literacy programs. MacDonald & Scollay (2009) studied tutor-learner interactions over time in a

California library literacy program and found the identity changes in adult learners to be a key aspect of their literacy development. Effective tutors developed close relationships with their learners and helped them to meet individualized personal needs and goals. Pendell, Withers, Castek and Reder (2013) also found the tutor-learner relationship to be a key factor in digital literacy acquisition within economically vulnerable adults being served in diverse community-based programs.

Belzer (2007) reviewed research on 1-1 tutoring of children and adults and discussed key relational issues as well as issues of culture; power and control of knowledge are constructed within the tutor-learner dyad (Pomerance, 1990; Ziegahn & Hinchman, 1999). She notes that much of the research literature on tutoring focuses on what the tutor learns in the process, not just on the learners' outcomes (Ilsley, 1990; Ziegahn & Hinchman, 1999). Spreadsheet data backing up the NMCL's annual report for program year 2013-14 reflect an overall matching of tutors and learners in terms of gender and race/ethnicity, consistent with the importance placed on such matching by each individual interviewed in the study.

The Volunteer Requirement

The volunteer nature of the work is deeply engrained since inception. The NMCL requires grantees to use volunteer tutors in order to receive funding. The voluntary nature of the associated workforce ensures the State's investment brings the largest return on investment. Tutors participate in a full 18 hours of training before beginning to work with students. The nature of this tutor work differs fundamentally from classroom teaching in approach to student, lesson plan, activities, and delivery. This commitment to volunteer tutors impacts every aspect of the program, from availability of staff, to ability to build trusting relationships that foster success. While paid staff could conduct this work in other contexts, one participant observed they "…had experience with paid teachers and they did not work for me." The volunteers manage an approachability this segment of the population requires. Although data were not available from sites, the survey indicated that 70% of tutors volunteer for two or more years. Some of those as many as seven years.

Need for Tutor Professional Development

The importance of tutor training is mentioned throughout the program staff and tutor interviews conducted in this study. The extent of this tutor training is documented in the NMCL annual report (2014a) and backup spreadsheet of data. The NMCL reports offering 18 hour training sessions. Field staff and tutors confirm receiving that training and comment on its importance for their success. Belzer (2007) has studied the professional development of adult literacy tutors and recommends that most tutor training, typically offered up front before tutoring actually begins, should actually be offered on a "just in time" basis, so that tutors needing information about how to work on particular literacy issues or how to work with learners who have particular challenges or needs can access the appropriate information and training as they need it. The U.S.

Department of Education has recently released a series of free online trainings for tutors that can be delivered and used on a "just in time" basis. More information about this free "Tutor Ready" training can be obtained here: www.ed.gov/edblogs/ovae/2014/12/09/supporting-literacy-tutors/

Conclusions

The NMCL and associated sites provide a valuable service likely to have positive economic consequences for the state in terms of

- boosting the labor force to higher earning levels for participants,
- likely better educational outcomes for their children,
- Maximizing state investment – the small investment the State offers is compounded significantly due to the volunteer nature of the services offered. Essentially, the State pays for a portion of the infrastructure required to operate the centers and reaps benefits from work of a legion of volunteers throughout the state.

Every aspect of this work involves managing stigma. Recruiting, intake, tutor selection, scheduling, and instruction all manage stigma reduction in order to effectively engage participants.

- other existing and popular organizations could not accomplish the work due to an interplay between stigma and the reputations of the other organizations.
- Universities, community colleges, and school districts certainly play an essential part (to a degree not studied here), but will always miss a portion of those requiring literacy services due to stigma.

While the condition of data suffices for minimal contracting requirements and for daily operations, it does not meet statewide accountability functionality.

- Common reporting elements such as age and gender were not available.
- Privacy concerns play a significant part in data availability as well.
- Site staff exhibit significant excitement about the possibility of having a common management and reporting platform. Site staff are willing to negotiate many items in exchange for improved reporting.

Participants drive their own outcomes in this context. They have goal specific reasons for seeking assistance that often intersect with literacy. The resources and training NMCL provides site-staff offers key infrastructure, training and materials that supports participant goal attainment. Participants express gratitude to tutors and organizations for the opportunity to improve their skills.

Tutors exhibit the best of American and New Mexican citizenship, working only for the joy of helping a fellow citizen reach their next goal. These tutors express a long term commitment and patience required by the participants. One site director said that

Tutors only get paid with site staff's interest in hearing about tutor successes. Future evaluations should be able to estimate the amount of free labor the State receives for their investment.

Recommendations

1. Any system level decision must consider stigma or risk losing the population it serves.
   - State level policy making focused on accountability must be informed from the field or risk unintended consequences with the population served and the local organization leadership. The NMCL carries out operational policies following extensive consultation with its members. This model ensures continued engagement with the population served.
2. NMCL may consider adopting a data management system with licenses for member sites. Such a platform will standardize language around services and has the potential to solve many reporting challenges. This would include engaging site staff in:
   - Standardizing data collection elements
   - Considering more appropriate outcome measures such as goal attainment scaling
   - Adopting a few process oriented indicators that each site can use to monitor their own activities.
   - Building consensus for privacy management.
3. NMCL may consider conducting a statewide needs assessment to learn how to broaden their appeal to basic literacy learners and to more accurately identify the needs of rural and urban ESL participants as well as Native American learners.
4. The State must stabilize funding to establish improving literacy as a priority. Incorporating funding into regular budgets may help to some degree. Incentivizing community contributions may help as well, if it can be done with regard to community needs and equity. Such incentivizing should be monitored annually until equity is established.

Method Notes

This report used data from numerous sources to generate findings. This section describes data collection efforts.

Interviews: The project began by developing the logic model from an interview with the NMCL executive director. A State representative reviewed that logic model to establish the shared understanding of the work. While there are 18 local sites, the evaluator chose one urban and two rural sites NMCL and State leaders thought would be representative. Next, the evaluator interviewed each of the site directors using a standard set of questions (see Appendix). Additionally, the evaluator requested data

files to analyze demographic characteristics and to develop a list of participants to survey.

Data Files: Data files came in 2 different Access databases and a set of comma separated variable files. While tech staff can convert these files to compatible formats in theory, data received from one site failed to include headers and omitted common demographic data such as gender and age and provided no contact information. Upon meeting with staff to make the request, significant privacy concerns arose. In a second site similar concerns for privacy also arose. Although, sites can report basic data from their own data sets, amassing that data entails numerous concerns the first of which is privacy.

Another concern comes from variation in operational definitions of the services offered and ability to log services rendered over time such as hours of participation. Further, no data set offered the ability to accurately assess improvement on test results that each site reported they administered on a regular basis.

In order for NMCL to accumulate data from sites and address common accountability requirements, NMCL needs to solve some basic data collection issues. Two sections in the report name a minimum set of elements and suggest methods for simplifying reporting requirements.

Tutor and Participant Surveys: Participants and tutors responded to surveys. One site collected data from an existing class of participants, while the other sites provided contact information for phone calling participants. Two sites provided contact information that allowed emailing the tutor survey. The tutor and participant surveys can be found in the Appendix. There were 55 tutor respondents and 75 participant respondents.

Tutor and Participant Interviews: The evaluator interviewed three tutors and participants each to gather richer descriptions of their experiences. These standard interviews structured the discussion and can be seen in the Appendix.

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Appendix

Data Collection Instruments

Site Director Interview

Site Level Interview Question Draft

a. What are the most important indicators of the success of your overall program?
b. What are the biggest challenges your program faces?
c. Describe your student process from recruitment to intake to exit
   i. How do you attract students?
   ii. Who refers students?
   iii. How do students find your program?
d. Describe your tutor recruitment and intake process.
   i. How do you attract tutors?
e. Describe the matching process for students and tutors.
   i. Do you see any patterns that predict successful or challenging matches?
f. Name the features (resources/services/materials/tools) NMCL provides that you depend upon.
   i. Can you provide copies of training materials?
g. Name the features (resources/services/materials/tools) NMCL provides that you appreciate.
h. Are there features (resources/services/materials/tools) you need that are not currently available?
i. How do you store your intake and performance data?
   i. How far back does it go?
   ii. Does it include students who did not complete?
   iii. How do you determine completion/success?
j. What test (performance) instruments do you use?
   i. How well does it work?
   ii. Pluses – minuses
   iii. How well does it inform instruction
   iv. Who administers? Are they trained to administer?
   v. Frequency of follow-up tests
k. What follow up do you conduct after student success/exit?
   i. Do you follow up with students who do not complete?
l. What are essential features of your services?
   i. Are there companion services that facilitate success?
m. Name & discuss your competitors.
   i. University
   ii. Community colleges
   iii. Job training programs
n. Discuss the students you lose before success/exit.
o. Do you see any patterns leading to success?
p. Is there anything else you'd like to say about your program that we haven't talked about yet?
q. What will be the best mode to conduct a survey with your students? US mail, Online Survey, in person survey

Participant Survey

Student Survey

The New Mexico Coalition for Literacy (NMCL) is participating in a program evaluation designed to help it improve services. Please take a few minutes to fill out this voluntary survey. Names are not required, and Apex Evaluation will keep your information private. Your honest responses will help us understand details about how the program works. If you have questions, please call Dr. Curtis Mearns (505-550-1527), Apex Evaluation, or Heather Heunermund (505-982-3997) NMCL.

1. What is your age? _____   2. Current job _____

3. Marriage Status ☐ Married ☐ Never Married ☐ Divorced ☐ Widowed

4. Number of Children? _____

5. Ethnicity (Check all that apply) ☐ Anglo ☐ Asian ☐ Black/AfAM ☐ Hispanic

   ☐ Native Am/AK Native ☐ Native Hawaiian/Other Pacific Islander

6. What is your Gender? ☐ Male ☐ Female ☐ Transgender

7. What made you look for the services you receive at this literacy center?

8. How did you find this literacy center?

9. Was this the first place you sought help? ☐ Yes ☐ No
   (If yes Skip to Question 10)

   a. If no, what other places did you attempt to receive services from?

   b. What was effective or ineffective about each place you sought services before coming to the literacy program?

10. Have you reached your learning goals yet? ☐ Yes ☐ No
   a. If no, how much longer do you think you will attend?

   b. Could something have been changed to support reaching your goals?

11. Did your life change as a result of these services? If so, how?

12. How did any other family members lives change as a result of the services you received?

13. Describe how important of maintaining your privacy was while receiving these services.

14. What other services did the organization offer that you needed to ensure your success?

15. What benefits came from those services in addition to being able to complete the literacy program?

16. Describe what made this program a success for you?

17. We would like to interview 2 or 3 participants of the literacy center. If you are willing to be interviewed, please provide your contact information below.

Name _____

Phone Number _____

Email Address._____

Tutor Survey

Tutor Survey

The New Mexico Coalition for Literacy (NMCL) is participating in a program evaluation designed to help it improve services. Please take a few minutes to fill out this voluntary survey. Names are not required, and Apex Evaluation will keep your information private. Your honest responses will help us understand details about how the program works. If you have questions, please call Dr. Curtis Mearns (505-550-1527), Apex Evaluation, or Heather Heunermund (505-982-3997), NMCL.

Tutor Experience

1. What is your age? _____   2. Current job _____

3. Marriage Status   ☐ Married   ☐ Never Married   ☐ Divorced   ☐ Widowed

4. Ethnicity (Check all that apply)   ☐ Anglo   ☐ Asian   ☐ Black/AfAM   ☐ Hispanic

   ☐ Native Am/AK Native   ☐ Native Hawaiian/Other Pacific Islander

5. What is your Gender?   ☐ Male   ☐ Female   ☐ Transgender

6. How long have you been volunteering at this literacy center?

7. What other volunteering have you done in the last 2 years?

8. Do you think you will continue volunteering here for the next 6-12 months or longer?   ☐ Yes   ☐ No

9. What is different about being a literacy tutor versus some other volunteer experience you performed?

10. How did you find this literacy center?

11. Describe personal qualities of the students that contributed to students success.

12. Describe personal qualities of the students that made them cut their studies short.

13. Describe **program** qualities that made students successful.

14. Describe **program** qualities that made students cut their studies short.

15. How does your life improve as a result of volunteering?

Tutor Description of Student Experience

16. What brought your students to the literacy center?

17. Discuss issues with use of goal attainment or reading proficiency (test scores) as a measure of success (your preference and why).

18. How did students' lives improve as a result of these services?

19. How did any other family members lives improve as a result of the services your students received?

20. Discuss if and how stigma played into your students' participation.

21. Discuss what other challenges your students needed to address to attend this program.

22. Did the program assist students in addressing those challenges? If so, how?

23. What benefits did students receive from those services in addition to being able to complete the literacy program?

24. What would make the program stronger?

25. What would help attract and retain adult literacy tutors?

26. We would like to interview 2 or 3 tutors. If you are willing to be interviewed, please provide your contact information below.

Name _____   Phone Number _____

Email Address._____

Participant Interview

<u>Students:</u>
Get Background
        Age
        Eth
        Family status
        Employment

How did you find your way to the program?

How did you find your way to a tutor once inside the program?

How did you set goals and evaluate progress for your learning?

Discuss full range of efforts to meet your goals.

Discuss role of privacy.

Eliciting success stories,

Details of outcomes

Tutor Interview

<u>Tutor:</u>

Get Background
        Age
        Eth
        Family status
        Employment (previous?)
        How many students have you tutored?
        Characterize success? E.g. ¾)

How did you find your way to the program?

Have you had any previous experience they may have had with other kinds of volunteering?

How did you find your way to the student once inside the program?

How did you set goals and evaluate progress for your tutoring?

Discuss participant efforts to improve their own literacy.

Ask about the stimulus to improve reading (the desired latent outcome)

Discuss role of stigma,

**New Mexico Coalition for
Literacy**

**Financial Statements
and
Independent Auditor's Report**

June 30, 2019 and 2018

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New Mexico Coalition for Literacy
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June 30, 2019 and 2018

REPORT

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
New Mexico Coalition for Literacy

We have audited the accompanying financial statements of New Mexico Coalition for Literacy (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019 and the related statement of activities, statement of functional expenses, and statement of cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

3123 Savannah Avenue El Paso. Texas 79930   www.roxcpa.com

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New Mexico Coalition for Literacy as of June 30, 2019 and the results of its operations and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

The 2018 comparative financials were audited by a predecessor audit. Their audit resulted in an unmodified opinion dated April 30, 2019.

Roxu Sumariez, CPA PC

El Paso, Texas
December 12, 2019

FINANCIAL STATEMENTS

Assets		2019		2018
Current assets				
Cash and cash equivalents	$	27,456	$	22,721
Accounts receivables		56,928		73,089
Other receivables				23
Prepaid expenses		11,446		1,409
Total current assets		95,830		97,242
Noncurrent assets				
Rental security deposit		875		875
Investment in endowment		26,467		24,948
Property and equipment, net		406		568
Total noncurrent assets		27,748		26,391
Total assets	$	123,578	$	123,633
Liabilities and net assets				
Current liabilities				
Accounts payable	$	34,274	$	43,277
Accrued liabilities		20,589		13,603
Total current liabilities		54,863		56,880
Net assets				
Without donor restrictions				
Undesignated		43,101		41,805
Board designated		25,614		24,948
Total net assets		68,715		66,753
Total liabilities and net assets	$	123,578	$	123,633

New Mexico Coalition for Literacy
Statement of Activities
For the Years Ended June 30, 2019 and 2018

NET ASSETS WITHOUT DONOR RESTRICTIONS	2019	2018
Revenues and support		
State of New Mexico Annual Appropriation Adult Literacy Contract	$ 661,300	$ 661,300
Contributions	19,059	23,978
Interest income	52	-
In-kind revenue	141,121	224,926
Investment income, net	1,518	1,375
Total revenues and support	823,050	911,579
Functional expenses		
Program services	789,639	887,604
Fundraising	4,238	2,105
Management and general	27,211	12,934
Total functional expenses	821,088	902,643
Change in net assets without donor restrictions	1,962	8,936
TOTAL CHANGE IN NET ASSETS	$ 1,962	$ 8,936
Net assets, beginning of year	$ 66,753	$ 57,817
Net assets, end of year	$ 68,715	$ 66,753

See independent auditor's report and accompanying notes

New Mexico Coalition for Literacy
Statement of Functional Expenses
For the Year Ended June 30, 2019

	Program Services	Fundraising	Management and General	Total Expenses
Salary and benefits				
Salaries	$ 157,007	$ 1,688	$ 10,129	$ 168,824
Payroll taxes	11,880	128	766	12,775
Total salary and benefits	168,887	1,816	10,896	181,599
Other allocated functional expenses				
Advertising	17	-	1	18
Depreciation	151	2	10	163
Facility costs	11,695	126	755	12,576
Fundraising expenses		2,058		2,058
General expenses	3,607	39	233	3,879
Grants and contractual services	459,814	-	-	459,814
Insurance	3,378	36	218	3,632
Interest	-	-	14	14
Office expenses	233	3	15	250
Postage	546	6	35	587
Professional expenses	11,214	121	723	12,058
Telephone and internet	3,054	33	197	3,283
Travel	34		2	37
Other allocated functional expenses	493,743	2,422	2,203	498,369
In-kind expense	127,009	-	14,112	141,121
TOTAL FUNCTIONAL EXPENSES	$ 789,639	$ 4,238	$ 27,211	$ 821,088

New Mexico Coalition for Literacy
Statement of Functional Expenses
For the Year Ended June 30, 2018

	Program Services	Fundraising	Management and General	Total Expenses
Salary and benefits				
Salaries	$ 147,843	$ 1,590	$ 9,538	$ 158,971
Payroll taxes	10,914	117	704	11,735
Total salary and benefits	158,757	1,707	10,242	170,706
Other allocated functional expenses				
Depreciation			163	163
Facility costs	11,455	123	739	12,317
General expenses	7,293	78	471	7,842
Grants and contractual services	466,814	-	-	466,814
Insurance	3,376	36	218	3,630
Interest			134	134
Postage	510	5	33	548
Professional expenses	11,315	122	730	12,167
Telephone and internet	3,158	34	204	3,396
Other allocated functional expenses	503,921	398	2,692	507,011
In-kind expense	224,926	-		224,926
TOTAL FUNCTIONAL EXPENSES	$ 887,604	$ 2,105	$ 12,934	$ 902,643

New Mexico Coalition for Literacy
Statement of Cash Flows
For the Years Ended June 30, 2019 and 2018

	2019	2018
Cash flows from operating activities		
Change in net assets	$ 1,962	$ 8,936
Depreciation	163	163
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Accounts receivables	16,185	87,219
Other receivables	-	(23)
Prepaid expenses	(10,037)	(246)
Accounts payable	(9,003)	(21,946)
Accrued liabilities	6,984	(3,138)
Net cash provided by (used in) operating activities	6,253	$ 70,965
Cash flows from investing activities:		
Reinvested earnings	(1,518)	(1,375)
Net cash provided by (used in) investing activities	(1,518)	(1,375)
Cash flows from financing activities		
Payments to line of credit		(48,922)
Net cash provided by (used in) financing activities	-	(48,922)
Net change in cash and cash equivalents	$ 4,735	$ 20,668
Cash and cash equivalents, beginning of year	$ 22,721	$ 2,053
Cash and cash equivalents, end of year	$ 27,456	$ 22,721

See independent auditor's report and accompanying notes

1. ORGANIZATION AND NATURE OF ACTIVITIES

New Mexico Coalition for Literacy (NMCL) is a not-for-profit corporation established in 1987 to coordinate, expand, and enhance adult and intergenerational literacy services in New Mexico. NMCL projects include operating a statewide toll-free referral, recruitment, and information hotline; administration of the State of New Mexico's appropriation relating to the Adult Literacy Program; development and operation of the New Mexico Literacy Resources Center; and operation of a Literacy Training and Technical Assistance Program.

NMCL is a non-profit organization as described in Section 501(c)(3) of the Internal Revenue Code and is classified by the Internal Revenue Service.

During fiscal years 2019 and 2018, NMCL received an appropriation from the State of New Mexico to provide Basic Literacy Education through the State of New Mexico.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP). Using this method, revenues and the related assets are recorded when earned, and expenses and the related obligations are recorded when incurred. The Financial Accounting Standards Board (FASB) establishes GAAP, which are contained in the Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American, Inc. of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide"). (ASC) 958-205 was effective January 1, 2018.)

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents

For purposes of the statement of cash flows, the Organization considers all highly liquid debt instruments with a maturity of three months or less to be cash equivalents. For the years ended June 30, 2019 and 2018, none of the Organization's cash was restricted.

Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support.

Donations of property and equipment are recorded as support at their estimated fair value at the date of donation. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without donor restriction upon acquisition of the assets and the assets are placed in service.

Donated Materials, Equipment, and Services

Donated materials and equipment are recorded as contributions at their estimated value at the date of receipt. In-kind services, which are defined as donations of services that would have to be purchased in order for the Organization to operate if not donated, are recorded as revenue and expenses in the Statements of Activities for the fair market value of the services received. Volunteer services, which are not considered necessary for operations to continue, are not reflected in the financial statements, as no objective basis is available to measure the value of such services.

Receivables

Accounts and grant receivables are stated at net realizable value. In determining whether to record an allowance for doubtful accounts, management makes a judgmental determination based on an evaluation of the facts and circumstances related to each account. As of June 30, 2019, all accounts and grants receivable are deemed to be collectible.

Property and Equipment

Property and equipment are carried at cost or, if donated, at the estimated market value at the time of donation. The policy of NMCL is to capitalize assets with a fair market value of $500 or more. Depreciation is computed by using the straight-line basis over the estimated useful lives of the assets. When assets are retired or otherwise disposed of, the cost and related accumulated depreciation are removed from the accounts, and any gain or loss is recognized as revenue or expense for the period. The cost of maintenance and repairs is charged to expense as incurred; significant renewals and betterments are capitalized. NMCL reports gifts of property and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Depreciation expense was $163 and $163 for June 30, 2019 and 2018, respectively.

Investment Valuation and Income Recognition

NMCL' s investments are stated at fair value in the statement of financial position, with all gains and losses included in the statement of activities. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

Investments are made according to the investment policies adopted by the board of directors. These guidelines provide for a balanced diversified portfolio with investments in equities, fixed income and other securities with performance measured against appropriate indices. Outside parties are contracted by NMCL for the purpose of providing investment management.

Purchases and sales of securities are recorded on a trade-date basis. Interest income is recorded on the accrual basis. Dividends are recorded on the ex-dividend date. Realized gains and losses on the sale of marketable securities are calculated using the specific-identification method. Unrealized gains and losses represent the change in the fair value of the individual investment for the year, or since the acquisition date, if acquired during the year.

New Mexico Coalition for Literacy
Notes to Financial Statements
June 30, 2019

Income Taxes

New Mexico Coalition for Literacy is exempt from federal and state income taxation section 501(c)(3) of the Internal Revenue Code. The Organization is, however, subject to income tax on income from activities unrelated to their exempt purpose. No unrelated business activities were conducted in the current year. As such, no provision for Federal income taxes was made in the accompanying financial statements. The Organization files informational tax returns as prescribed by the tax laws of the jurisdictions in which it operates. As of June 30, 2019, the tax years that remain subject to examination by the major tax jurisdictions under the Statute of Limitations for the last three years for tax returns prepared on and after June 30, 2016.

Basis of Presentation

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Organization and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Organization. The Organization's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Non-Profit Organization or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Accrued Leave

Employees of NMCL receive paid vacation depending on length of service, and other factors. The accrual can be reasonably estimated, and accordingly, a liability has been recorded in the accompanying financial statements.

Allocation of expenses

The cost of providing New Mexico Coalition for Literacy activities is summarized on a functional basis on the schedule of functional expenses. Expenses that can be identified with a specific program or support services are charged directly to the program or support service. Management and general expenses include those costs that are not directly identifiable with any specific program, but which provide for the overall support and direction of the Organization.

3. New accounting pronouncement

On August 18, 2016, FASB issued ASU 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. New Mexico Coalition for Literacy has adjusted the presentation of these statements accordingly.

4. Property and Equipment

Major classes of property and equipment and accumulated depreciation are as follows at June 30:

	Estimated Useful Life (Years)	2019	2018
Furniture and fixtures	5	$ 1,098	$ 1,098
Computer equipment	5	2,184	2,184
Office equipment	5	-	0
Donated Art		-	-
Total property and equipment		3,282	3,282
Less accumulated depreciation		(2,876)	(2,714)
Property and equipment, net		$ 406	$ 568

5. Line of credit

NMCL has a line of credit, with an annual renewal in June. The current line of credit is due October 1, 2019. Repayment of the loan is due at maturity. The interest rate is Prime +1% which is currently 6%, and accrued interest is due monthly. The total line of available credit is $300,000, and the outstanding balance was $0 for the fiscal year ended June 30, 2019 and 2018.

6. <u>Investments in Endowments and Fair Value Measurements</u>

In 1992, NMCL transferred assets to the Albuquerque Community Foundation (Foundation) in order to establish the New Mexico Coalition for Literacy Fund (Fund). The Foundation manages the funds under an endowment agreement in accordance with the articles of incorporation and bylaws of NMCL. NMCL is the sole beneficiary of the endowment agreement. The Fund is to be used for support of the charitable purposes of NMCL. Net income of the Fund, after investment expenses, is to be paid and distributed to NMCL annually. NMCL may, by written notice of NMCL, elect to add all or part of the new income back to the principal of the fund. Distributions of principal from the Fund may be made upon written recommendation of NMCL and approval of NMCL. If NMCL ceases to be a charitable organization or if NMCL proposes to dissolve, the assets of the Fund shall, after payment or making provision for payment of any liabilities properly chargeable to the fund, be distributed to NMCL. If NMCL is not then a qualified charitable organization, the assets of the Fund shall be distributed in such manner and to such organization or organizations in the New Mexico community as satisfies the requirements of a qualified charitable organization and serves purposes like those of NMCL.

Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 820-10 defines fair value and establishes a framework for measuring fair value. That frame- work provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements).

The three levels of the fair value hierarchy are described below:

Level 1 — Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that NMCL can access.

Level 2 — Inputs to the valuation methodology include:
  a. Quoted prices for similarly assets or liabilities in active markets;
  b. Quoted prices for identical or similar assets or liabilities in inactive markets;
  c. Inputs other than quoted prices that are observable for the asset or liability;
  d. Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 — Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets and liabilities measured at fair value. There have been no changes in the methodologies used at June 30, 2019 and 2018.

Marketable Securities, Fixed Income, and Real Assets:

Level 1: Fair value determined using quoted prices of securities held in active markets at year-end.

Level 2: Fair value determined using quoted prices for similar assets for substantially the full term through corroboration with observable market data.

Level 3: Fair value determined using unobservable inputs as determined in good faith by the investment manager of each investment.

Real Estate: Fair value determined based on comparable land values.

Remainder Trust Assets: Fair value determined using net asset value of quoted prices of securities held in active markets at year-end, as well as the present values of future cash flows, based on the ownership percentage of the fair value of the remainder trust assets.

Investments for which fair value is measured using net asset value per share (or its equivalent) as a practical expedient are not categorized within the fair value hierarchy.

Endowment fund investments are valued as reported by the Albuquerque Community Foundation.

The valuation methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while NMCL believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the fair value of endowment funds as of June 30:

| | June 30, 2019 | | | |
	Level 1	Level 2	Level 3	Total
Albuquerque Community Foundation				
Endowment Fund	$ -	$ 22,150	$ -	$ 22,150
Literacy Fund	-	4,318	-	4,318
Total	$ -	$ 26,467	$ -	$ 26,467

| | June 30, 2018 | | | |
	Level 1	Level 2	Level 3	Total
Albuquerque Community Foundation				
Endowment Fund	$ -	$ 20,960	$ -	$ 20,960
Literacy Fund	-	3,988	-	3,988
Total	$ -	$ 24,949	$ -	$ 24,949

Endowment income consists of realized and unrealized gains and losses on these investments and is reported in the statement of activities. Interest and dividends, and the fund's assessments and fees are included in unrestricted income.

Total investment income (loss) consists of the following for the year ended June 30:

	2019	2018
Interest and dividends	$ 386	$ 288
Realized/unrealized gains	1,373	1,340
Assessment for community support	(216)	(202)
Investment consulting fees	(25)	(50)
Net investment income	$ 1,518	$ 1,376

7. Accrued leave

Leave (PTO) is earned according to NMCL policies as described in Note 2. Accrued leave is payable to employees upon termination of employment. For the years ended June 30, 2019 and 2018, the amount accrued is $10,012 and $3,978, respectively.

8. Endowment Fund

NMCL's endowment consists of unrestricted board-designated assets transferred to the Albuquerque Community Foundation (the Foundation) in 1992.

A.   Spending Policy and How the Investment Objectives Relate to Spending Policy

NMCL has a policy of appropriating, at a minimum, the *distributable amount,* as defined by the Internal Revenue Code applicable to private foundations. In establishing this policy, NMCL considered the long-term expected return on its endowment. Accordingly, over the long term, NMCL expects the current spending policy to allow its endowment to achieve returns in excess of the rate of inflation. This is consistent with NMCL' s objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specific term, as well as to provide additional real growth through new gifts and investment return.

B.   Return Objectives and Risk Parameters

NMCL has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of board designated funds. NMCL' s policy, as approved by the Board of Directors, states that endowment assets are invested in a manner that is intended to meet or exceed market indexes selected and agreed upon annually by the Board, and documented in NMCL's

Statement of Investment Policy. The level of overall risk for funds in the Endowment portfolio is consistent with the risk associated with each fund's appropriate benchmark. Over rolling three-to-five-year periods, each fund is expected to outperform the appropriate benchmark.

C.   Strategies Employed for Achieving Objectives
To satisfy its long-term rate-of-return objectives, NMCL relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). NMCL targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

9.   In-kind services

NMCL has recorded the estimated fair value of contributed goods and services received as an in-kind revenue and expense. The following is a summary of the classification of in-kind contributions as of June 30:

	2019	2018
Public awareness	$ 141,121	$ 224,926
Total donated services	$ 141,121	$ 224,926

10.   Operating leases

NMCL had a month-to-month office lease that terminated December 31, 2016. In November 2016, they entered a new lease for an office facility with monthly rent of $875 through October 2019. The lease is cancelable with 90 days' notice. Rental expense for these leases was $10,800 and $10,700 for the fiscal years ended June 30, 2019 and 2018, respectively.

11.   Concentrations

NMCL received 97% and 96% of its revenue (excluding donated services) from the New Mexico Higher Education Department and the New Mexico Department of Cultural Affairs State Library Appropriation for the fiscal year ended June 30, 2019 and 2018, respectively. These sources also accounted for 100% of the receivables at June 30, 2019 and 2018. NMCL might be considered as a going concern if the funding is not continued.

12.   Grants and Contract Provisions

Grants and professional service contracts awarded to NMCL are subject to the funding agencies' criteria, contract terms, and regulations under which expenditures may be charged. These costs are subject to audit under such terms, regulations, and criteria. Such audits may determine that certain costs incurred against the grants or professional service contracts do not comply with the established criteria that govern them. In such cases, NMCL could be held responsible for repayments to the funding agency for the questioned costs or be subject to the reductions of future funding in the amount of the questioned costs. Management does not anticipate any material questioned costs for the grants and professional service contracts administered in the year under audit.

13.   Subsequent Events

Subsequent events which provide evidence about conditions that existed after the statement of financial position date require disclosure in the accompanying notes. Management evaluated the activity of New Mexico Coalition for Literacy through December 12, 2019 (the date the financial statements were available to be issued) and concluded that there were no subsequent events that occurred after NMCL's year-end date of June 30, 2019 to be recorded or noted in the financial statements.

ROXIE

SAMANIEGO, CPA, P.C.

ROXIE

SAMANIEGO, CPA, P.C.

NEW MEXICO COALITION FOR LITERACY

Financial Statements
For the Years Ended June 30, 2018 and 2017

Table of Contents

Burt & Company CPAs, LLC
Accounting, Tax, & Financial Advisors

INDEPENDENT AUDITORS' REPORT

To the Board of Directors and Management of
New Mexico Coalition for Literacy
Santa Fe, New Mexico

We have audited the accompanying financial statements of New Mexico Coalition for Literacy (NMCL) (a nonprofit organization), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to NMCL's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of NMCL's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of NMCL as of June 30, 2018 and 2017, and the changes in its net assets and its

cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Burt & Company CPAs, LLC

April 30, 2019

NEW MEXICO COALITION FOR LITERACY
Statements of Financial Position
June 30, 2018 and 2017

		2018	2017
Assets			
Current assets			
Cash and cash equivalents	$	22,721	2,053
Grants receivable		73,089	160,308
Other receivable		23	-
Prepaid expenses		1,409	1,163
Total current assets		97,242	163,524
Rental security deposit		875	875
Investment in endowment		24,948	23,573
Property and equipment, net of accumulated depreciation		568	731
Total assets	$	123,633	188,703
Liabilities and Net Assets			
Current liabilities			
Accounts and grants payable	$	43,277	65,223
Accrued payroll liabilities		9,625	9,284
Accrued leave		3,978	7,457
Line of credit		-	48,922
Total current liabilities		56,880	130,886
Unrestricted net assets:			
Operating, undesignated		41,805	34,244
Board designated, endowment		24,948	23,573
Total unrestricted net assets		66,753	57,817
Total liabilities and net assets	$	123,633	188,703

The accompanying notes are an integral part of these financial statements.

NEW MEXICO COALITION FOR LITERACY
Statements of Activities
For the Years Ended June 30, 2018 and 2017

		2018	2017
Unrestricted Net Assets			
Revenue and Support			
State of New Mexico Adult Literacy contract	$	661,300	661,300
Contributions		23,978	7,178
Fundraising		-	3,738
Interest income		-	333
Net unrealized/realized gains (losses)		1,375	2,610
In-kind revenue		224,926	83,956
Total revenue and support		911,579	759,115
Functional Expenses			
Program services		887,604	727,135
Management and general		12,934	26,312
Fundraising		2,105	2,340
Total functional expenses		902,643	755,787
Change in net assets		8,936	3,328
Net assets, beginning of the year		57,817	54,489
Net assets, end of the year	$	66,753	57,817

The accompanying notes are an integral part of these financial statements.

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NEW MEXICO COALITION FOR LITERACY
Statement of Functional Expenses
For the Year Ended June 30, 2018

		Program Services	Management and General	Fundraising	Total
Compensation and related expenses:					
Salaries	$	147,843	9,538	1,590	158,971
Payroll taxes		10,914	704	117	11,735
Total compensation and related expenses		158,757	10,242	1,707	170,706
Operating expenses:					
Grants and contractual services		466,814	-	-	466,814
Facility costs		11,455	739	123	12,317
Professional expenses		11,315	730	122	12,167
General expenses		7,293	471	78	7,842
Insurance		3,376	218	36	3,630
Telephone and internet		3,158	204	34	3,396
Postage		510	33	5	548
Interest		-	134	-	134
Total operating expenses		503,921	2,529	398	506,848
Other expenses:					
Depreciation		-	163	-	163
In-kind expenses		224,926	-	-	224,926
Total other expenses		224,926	163	-	225,089
Total functional expenses	$	887,604	12,934	2,105	902,643

The accompanying notes are an integral part of these financial statements.

NEW MEXICO COALITION FOR LITERACY
Statement of Functional Expenses
For the Year Ended June 30, 2017

		Program Services	Management and General	Fundraising	Total
Compensation and related expenses:					
Salaries	$	146,610	9,459	1,576	157,645
Payroll taxes		10,143	655	109	10,907
Total compensation and related expenses		156,753	10,114	1,685	168,552
Operating expenses:					
Grants and contractual services		433,908	-	-	433,908
Facility costs		26,482	1,708	285	28,475
Professional expenses		16,485	1,064	177	17,726
General expenses		8,318	767	89	9,174
Insurance		3,407	220	37	3,664
Telephone and internet		3,318	214	36	3,568
Interest		-	3,413	-	3,413
Office expenses		2,376	153	26	2,555
Postage		452	29	5	486
Total operating expenses		494,746	7,568	655	502,969
Other expenses:					
Depreciation		-	310	-	310
In-kind expenses		75,636	8,320	-	83,956
Total other expenses		75,636	8,630	-	84,266
Total functional expenses	$	727,135	26,312	2,340	755,787

The accompanying notes are an integral part of these financial statements.

		2018	2017
Cash Flows from Operating Activities:			
Change in net assets	$	8,936	3,328
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation		163	310
Change in assets and liabilities causing increase (decrease) in cash:			
Grants receivable		87,219	(160,308)
Other receivables		(23)	-
Prepaid expenses		(246)	(1,165)
Rental security deposit		-	1,670
Accounts and grants payable		(21,946)	64,532
Accrued payroll liabilities		341	(374)
Accrued leave		(3,479)	(475)
Net cash provided (used) by operating activities		70,965	(92,482)
Cash Flows from Investing Activities:			
Reinvested earnings		(1,375)	(2,610)
Fixed asset disposition sales		-	690
Net cash used by investing activities		(1,375)	(1,920)
Cash Flows from Financing Activities:			
Payments to line of credit		(48,922)	(326,688)
Advances from line of credit		-	375,610
Net cash provided (used) by financing activities		(48,922)	48,922
Net increase (decrease) in cash and cash equivalents		20,668	(45,480)
Cash and cash equivalents, beginning of the year		2,053	47,533
Cash and cash equivalents, end of the year	$	22,721	2,053
Supplemental Disclosures of Cash Flows Information			
Cash paid during the year for interest	$	134	3,413

The accompanying notes are an integral part of these financial statements.

1.   Organization and Nature of Activities

New Mexico Coalition for Literacy (NMCL) is a not-for-profit corporation established in 1987 to coordinate, expand, and enhance adult and intergenerational literacy services in New Mexico. NMCL projects include operating a statewide toll free referral, recruitment, and information hotline; administration of the State of New Mexico's appropriation relating to the Adult Literacy Program; development and operation of the New Mexico Literacy Resources Center; and operation of a Literacy Training and Technical Assistance Program.

NMCL is a non-profit organization as described in Section 501(c)(3) of the Internal Revenue Code, and is classified by the Internal Revenue Service.

During fiscal years 2018 and 2017, NMCL received an appropriation from the State of New Mexico to provide Basic Literacy Education through the state of New Mexico.

2.   Summary of Significant Accounting Policies

A.   Basis of Accounting

NMCL prepares its financial statements on the accrual basis of accounting and accordingly, the financial statements reflect all significant receivables, payables and other liabilities.

B.   Financial Statement Presentation

The financial statements presentation follows the recommendations of the Financial Accounting Standards Board as net assets, revenues, and expenses, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of NMCL and changes therein are classified and reported as follows:

Unrestricted Net Assets – Unrestricted net assets represent resources that are not subject to donor-imposed stipulations and over which the board of directors has discretionary control. Net assets received and expended within the reporting period are reported in the statement of activities as unrestricted support or revenue.

Temporarily Restricted Net Assets - Represent donations and grants received by NMCL in which the donor has placed a time restriction or purpose restriction upon the donation. When the terms of the restrictions are met, temporarily restricted net assets are reclassified to unrestricted net assets and are reported in the statement of activities as net assets released from restriction. There were no temporarily restricted net assets at June 30, 2018 or 2017.

Permanently Restricted Net Assets – Permanently restricted net assets represent resources that are subject to donor-imposed stipulations. Generally, the donors of these assets permit NMCL to use all or part of the assets for the benefit of the program services. There were no permanently restricted net assets at June 30, 2018 or 2017.

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2.   Summary of Significant Accounting Policies (continued)

C.   Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions which affect certain reported amounts and disclosures. NMCL's estimates include the useful lives of depreciable assets, which determine the amount of depreciation expense recorded in the statement of activities, and estimates made when allocating expenses by function. Accordingly, actual results could differ from those estimates.

D.   Cash and Cash Equivalents

For purposes of the statement of cash flows, NMCL considers all short-term investments with an original maturity of three months or less to be cash equivalents.

E.   Receivables

Accounts and grant receivables are stated at net realizable value. In determining whether or not to record an allowance for doubtful accounts, management makes a judgmental determination based on an evaluation of the facts and circumstances related to each account. As of June 30, 2018 and 2017, all accounts and grants receivable are deemed to be collectible.

F.   Revenue Recognition

Contributions are recognized when the donor makes a promise to give that is, in substance, unconditional. Grant revenue is recognized throughout the year as the scope of services under the grant is provided. Grants and contributions that are restricted by the donor for purpose or time, are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are released to unrestricted net assets.

Gifts of cash and other assets received are reported as unrestricted revenue and net assets when received, unless subject to restriction for purpose or time.

G.   Investment Valuation and Income Recognition

NMCL's investments are stated at fair value in the statement of financial position, with all gains and losses included in the statement of activities. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. See Note 4 for discussion on fair value measurement.

2.   Summary of Significant Accounting Policies (continued)

G.   Investment Valuation and Income Recognition (continued)

Investments are made according to the investment policies adopted by the board of directors. These guidelines provide for a balanced diversified portfolio with investments in equities, fixed income and other securities with performance measured against appropriate indices. Outside parties are contracted by NMCL for the purpose of providing investment management.

Purchases and sales of securities are recorded on a trade-date basis. Interest income is recorded on the accrual basis. Dividends are recorded on the ex-dividend date. Realized gains and losses on the sale of marketable securities are calculated using the specific-identification method. Unrealized gains and losses represent the change in the fair value of the individual investment for the year, or since the acquisition date, if acquired during the year.

H.   Property and Equipment

Property and equipment are carried at cost or, if donated, at the estimated market value at the time of donation. The policy of NMCL is to capitalize assets with a fair market value of $500 or more. Depreciation is computed by using the straight-line basis over the estimated useful lives of the assets. When assets are retired or otherwise disposed of, the cost and related accumulated depreciation are removed from the accounts, and any gain or loss is recognized as revenue or expense for the period. The cost of maintenance and repairs is charged to expense as incurred; significant renewals and betterments are capitalized. NMCL reports gifts of property and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Depreciation expense was $163 and $310 for June 30, 2018 and 2017, respectively.

I.   Accrued Leave

Employees of NMCL receive paid vacation depending on length of service, and other factors. The accrual can be reasonably estimated, and accordingly, a liability has been recorded in the accompanying financial statements.

J.   Donated Materials, Equipment, and Services

Donated materials and equipment are recorded as contributions at their estimated fair values at the date of receipt. In-kind services, which are defined as donations of services that would have to be purchased in order for NMCL to operate if not donated, are recorded as revenue and expenses in the statement of activities for the fair market value of the services received. Volunteer services, which are not considered necessary for operations to continue, are not reflected in the financial statements, as no objective basis is available to measure the value of such services.

2.   Summary of Significant Accounting Policies (continued)

K.   Federal Income Taxes

New Mexico Coalition for Literacy is a not-for-profit organization exempt from federal income taxes under section 501(c)(3) of the Internal Revenue Code. As of June 30, 2018, NMCL did not receive any unrelated business income. Accordingly, no liability or provision for federal income taxes is included in the accompanying financial statements. In general, federal income tax returns are subject to a three year statute of limitation from the filing date. NMCL files its Forms 990 in the U.S. federal jurisdiction. NMCL is generally no longer subject to examination by the Internal Revenue Service for years before 2015.

L.   Uncertain Tax Positions

The accounting standard on accounting for uncertainty in income taxes addresses the determination of whether tax benefits claimed or expected to be claimed on a tax return should be recorded in the financial statements. Under that guidance, an organization may recognize the tax benefit from an uncertain tax position only if it is more likely than not that the tax position will be sustained on examination by taxing authorities based on the technical merits of the position. Examples of tax positions include the tax-exempt status of an organization and various positions related to the potential sources of unrelated business taxable income (UBIT). The tax benefits recognized in the financial statements from such a position are measured based on the largest benefit that has a greater than 50% likelihood of being realized upon ultimate settlement. There were no unrecognized tax benefits identified or recorded as liabilities for the fiscal years ended June 30, 2018 and 2017.

M.   Functional Allocation of Expenses

The costs of providing NMCL's programs and activities have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

N.   Concentration of Credit Risk

NMCL maintains cash balances at financial institutions which cash accounts are insured by the Federal Deposit Insurance Corporation (FDIC) for up to $250,000. NMCL believes that no significant credit risk exists with respect to cash. At June 30, 2018, NMCL's cash balance with this bank did not exceed the FDIC insured limit of $250,000. NMCL has not experienced any losses on these accounts.

O.   Analysis for Impairment

Management reviews long-lived assets for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. In management's opinion, there is no impairment of such assets at June 30, 2018 or 2017.

2.   Summary of Significant Accounting Policies (continued)

P.   Advertising Costs

Advertising costs are expensed when incurred. Advertising expense was $102 and $365 for the fiscal years ended June 30, 2018 and 2017, respectively.

Q.   Reclassifications

Certain accounts for 2017 have been reclassified to conform to the current year presentation. The reclassifications have no effect on the net income for 2017.

3.   Property and Equipment

Major classes of property and equipment and accumulated depreciation are as follows at June 30, 2018 and 2017:

	Estimated Useful Life (Years)	2018	2017
Furniture and fixtures	5	$ 1,098	1,098
Computer equipment	5	2,184	2,184
Total property and equipment		3,282	3,282
Less accumulated depreciation		(2,714)	(2,551)
Property and equipment, net		$ 568	731

4.   Investments in Endowments and Fair Value Measurements

In 1992, NMCL transferred assets to the Albuquerque Community Foundation (Foundation) in order to establish the New Mexico Coalition for Literacy Fund (Fund). The Foundation manages the funds under an endowment agreement in accordance with the articles of incorporation and bylaws of NMCL. NMCL is the sole beneficiary of the endowment agreement. The Fund is to be used for support of the charitable purposes of NMCL. Net income of the Fund, after investment expenses, is to be paid and distributed to NMCL annually. NMCL may, by written notice of NMCL, elect to add all or part of the new income back to the principal of the fund. Distributions of principal from the Fund may be made upon written recommendation of NMCL and approval of NMCL. If NMCL ceases to be a charitable organization or if NMCL proposes to dissolve, the assets of the Fund shall, after payment or making provision for payment of any liabilities properly chargeable to the fund, be distributed to NMCL. If NMCL is not then a qualified charitable organization, the assets of the Fund shall be distributed in such manner and to such organization or organizations in the New Mexico community as satisfies the requirements of a qualified charitable organization and serves purposes similar to those of NMCL.

4.   Investments in Endowments and Fair Value Measurements (continued)

Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 820-10 defines fair value and establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1   Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that NMCL has the ability to access.

Level 2   Inputs to the valuation methodology include:

- Quoted prices for similarly assets or liabilities in active markets;

- Quoted prices for identical or similar assets or liabilities in inactive markets;

- Inputs other than quoted prices that are observable for the asset or liability;

- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3   Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets and liabilities measured at fair value. There have been no changes in the methodologies used at December 31, 2018.

Marketable Securities, Fixed Income, and Real Assets:

Level 1   Fair value determined using quoted prices of securities held in active markets at year-end.

Level 2   Fair value determined using quoted prices for similar assets for substantially the full term through corroboration with observable market data.

Level 3   Fair value determined using unobservable inputs as determined in good faith by the investment manager of each investment.

NEW MEXICO COALITION FOR LITERACY
Notes to Financial Statements
June 30, 2018 and 2017

4. <u>Investments in Endowments and Fair Value Measurements (continued)</u>

Real Estate: Fair value determined based on comparable land values.

Remainder Trust Assets: Fair value determined using net asset value of quoted prices of securities held in active markets at year-end, a well as the present values of future cash flows, based on the ownership percentage of the fair value of the remaider trust assets.

Investments for which fair value is measured using net asset value per share (or its equivalent) as a practical expedient are not categorized within the fair value hierarchy.

Endowment fund investments are valued as reported by the Albuquerque Community Foundation.

The valuation methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while NMCL believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the fair value of endowment funds as of June 30:

| | | 2018 | | | |
	Level 1	Level 2	Level 3	Net Asset Value	Total
Unrestricted, board designated endowment funds	$ 15,561	-	-	9,387	24,948

| | | 2017 | | | |
	Level 1	Level 2	Level 3	Net Asset Value	Total
Unrestricted, board designated endowment funds	$ 13,741	-	-	9,832	23,573

Endowment income consists of realized and unrealized gains and losses on these investments, and is reported in the statement of activities. Interest and dividends, and the fund's assessments and fees are included in unrestricted income.

Total investment income (loss) consists of the following for the year ended June 30:

	2018	2017
Interest and dividends	$ 299	266
Realized/unrealized gains	1,329	2,581
Investment fees	(253)	(237)
Net investment income (loss)	$ 1,375	2,610

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5.   Endowment Fund

NMCL's endowment consists of unrestricted board-designated assets transferred to the Albuquerque Community Foundation (the Foundation) in 1992. Changes in the endowment net assets for the years ended June 30, 2018 and 2017 are described in Note 4.

A.   Spending Policy and How the Investment Objectives Relate to Spending Policy

NMCL has a policy of appropriating, at a minimum, the *distributable amount,* as defined by the Internal Revenue Code applicable to private foundations. In establishing this policy, NMCL considered the long-term expected return on its endowment. Accordingly, over the long term, NMCL expects the current spending policy to allow its endowment to achieve returns in excess of the rate of inflation. This is consistent with NMCL's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specific term, as well as to provide additional real growth through new gifts and investment return.

B.   Return Objectives and Risk Parameters

NMCL has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that NMCL must hold in perpetuity, or for a donor-specified period, and reinvested investment income. NMCL's policy, as approved by the Board of Directors, states that endowment assets are invested in a manner that is intended to meet or exceed market indexes selected and agreed upon annually by the Board, and documented in NMCL's *Statement of Investment Policy.* The level of overall risk for funds in the Endowment portfolio is consistent with the risk associated with each fund's appropriate benchmark. Over rolling three-to-five year periods, each fund is expected to outperform the appropriate benchmark.

C.   Strategies Employed for Achieving Objectives

To satisfy its long-term rate-of-return objectives, NMCL relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). NMCL targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

6.   Accrued Leave

Leave (PTO) is earned according to NMCL policies as described in Note 2. Accrued leave is payable to employees upon termination of employment. For the years ended June 30, 2018 and 2017, the amount accrued is $3,978 and $7,457, respectively.

7. Donated Services

NMCL has recorded the estimated fair value of contributed goods and services received as an in-kind revenue and expense. The following is a summary of the classification of in-kind contributions:

	2018	2017
Public awareness	$ 224,926	83,196
Professional services	-	500
Printing	-	125
Fundraising expenses	-	135
Total donated services	$ 224,926	83,956

8. Operating Leases

NMCL had a month-to-month office lease that terminated December 31, 2016. In November 2016, they entered into a new lease for an office facility with monthly rent of $875 through October 2019. The lease is cancelable with 90 days notice. Rental expense for these leases was $10,700 and $25,466 for the fiscal years ended June 30, 2018 and 2017, respectively.

9. Line of Credit

NMCL has a line of credit, with an annual renewal in June. The current line of credit is due October 1, 2018. Repayment of the loan is due at maturity. The interest rate is Prime +1% which is currently 5.25%, and accrued interest is due monthly. The total line of available credit is $300,000, and the outstanding balance was $0 and $48,922 for the fiscal years ended June 30, 2018 and 2017, respectively.

10. Concentrations

NMCL received 96% and 98% of its revenue (exclusive of in-kind) from the New Mexico Higher Education Department and the New Mexico Department of Cultural Affairs State Library Appropriation for the fiscal years ended June 30, 2018 and 2017, respectively. These sources also accounted for 100% of the receivables at June 30, 2018. NMCL might be considered as a going concern if the funding is not continued.

11. Grants and Contract Provisions

Grants and professional service contracts awarded to NMCL are subject to the funding agencies' criteria, contract terms, and regulations under which expenditures may be charged. These costs are subject to audit under such terms, regulations, and criteria. Such audits may determine that certain costs incurred against the grants or professional service contracts do not

11. Grants and Contract Provisions (continued)

comply with the established criteria that govern them. In such cases, NMCL could be held responsible for repayments to the funding agency for the questioned costs or be subject to the reductions of future funding in the amount of the questioned costs. Management does not anticipate any material questioned costs for the grants and professional service contracts administered in the year under audit.

12. Related Party Transactions

During 2017, NMCL leased office space on a lease that terminated on December 31, 2016, from a company owned by a board member. NMCL paid rent at a market rate and made payments of $0 and $25,426 for the years ended June 30, 2018 and 2017, respectively.

13. Prior Period Adjustments

During the audit of the 2018 financial statements, it was discovered that permanently restricted net assets were overstated $23,573 and unrestricted board designated net assets was understated $23,573. This was due to an error in the classification endowment funds as permanently restricted. The effect of this error in the 2017 net assets has been corrected on the 2017 financial statements presented in this report. During 2017, permanently restricted net income was overstated $2,610 and unrestricted revenue and support and the change in unrestricted net assets was understated $2,610. There was no effect on 2017 total net income or total net assets.

14. Subsequent Events

On April 3, 2019, NMCL signed an extension to their $300,000 available line of credit, that matures on October 1, 2019.

NMCL has evaluated events subsequent to June 30, 2018 that would possibly require adjustment or disclosure under ASB ASC 855-10-50-1 in these financial statements through April 30, 2019, the date that these financial statements were available to be issued.

Form **990**		**Return of Organization Exempt From Income Tax**		OMB No. 1545-0047

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public
Inspection

A For the 2018 calendar year, or tax year beginning **07-01**, 2018, and ending **06-30**, 20**19**

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization **NEW MEXICO COALITION FOR LITERACY**
Doing business as

Number and street (or P.O. box if mail is not delivered to street address) **1219 LUISA STREET** Room/suite **2**

City or town, state or province, country, and ZIP or foreign postal code **Santa Fe, NM 87505**

F Name and address of principal officer: **BRADEN ANDERSON**
Same as C above

D Employer identification no.
85-0361082

E Telephone number
(800) 233-7587

G Gross receipts $ **681,929**

H(a) Is this a group return for subordinates? ☐ Yes ☒ No
H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527
J Website: ▶ **WWW.NEWMEXICOLITERACY.ORG**
H(c) Group exemption number ▶

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶ **L** Year of formation: **1987** **M** State of legal domicile: **NM**

Part I Summary

1	Briefly describe the organization's mission or most significant activities:	THE MISSION OF THE NEW MEXICO COALITION FOR LITERACY IS TO COORDINATE, EXPAND, AND ENHANCE NEW MEXICO PROGRAMS SO ADULTS CAN READ AND WRITE TO ACHIEVE THEIR GOALS.		
2	Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.			
3	Number of voting members of the governing body (Part VI, line 1a)		**3**	8
4	Number of independent voting members of the governing body (Part VI, line 1b)		**4**	8
5	Total number of individuals employed in calendar year 2018 (Part V, line 2a)		**5**	3
6	Total number of volunteers (estimate if necessary)		**6**	3
7a	Total unrelated business revenue from Part VIII, column (C), line 12		**7a**	0
b	Net unrelated business taxable income from Form 990-T, line 38		**7b**	0

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	20,179	19,059
9	Program service revenue (Part VIII, line 2g)	661,300	661,300
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	299	52
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	4,875	1,518
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	686,653	681,929
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	466,814	459,814
14	Benefits paid to or for members (Part IX, column (A), line 4)		0
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	170,706	181,598
16a	Professional fundraising fees (Part IX, column (A), line 11e)		0
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 4,240		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	40,196	38,556
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	677,716	679,968
19	Revenue less expenses. Subtract line 18 from line 12	8,937	1,961

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	123,633	123,577
21	Total liabilities (Part X, line 26)	56,880	54,863
22	Net assets or fund balances. Subtract line 21 from line 20	66,753	68,714

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ BRADEN ANDERSON *Braden Anderson*
Signature of officer

Date **Jun 2, 2020**

▶ BRADEN ANDERSON, PRESIDENT
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
Edgar Hepp		06-02-2020		P01403301

Firm's name ▶ **DUENAS TAX SERVICES**
Firm's address ▶ **8401 ASSYRIA DRIVE**
El Paso TX 79907

Firm's EIN ▶

Phone no. **915-422-3211**

May the IRS discuss this return with the preparer shown above? (see instructions) ☐ Yes ☒ No

For Paperwork Reduction Act Notice, see the separate instructions.

Form **990** (2018)

EEA

Part III **Statement of Program Service Accomplishments**

Check if Schedule O contains a response or note to any line in this Part III . . . . ☐

1 Briefly describe the organization's mission:

THE MISSION OF THE NEW MEXICO COALITION FOR LITERACY IS TO COORDINATE, EXPAND, AND ENHANCE

NEW MEXICO PROGRAMS SO ADULTS CAN READ AND WRITE TO ACHIEVE THEIR GOALS.

2 Did the organization undertake any significant program services during the year which were not listed on the

prior Form 990 or 990-EZ? . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program

services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by

expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others,

the total expenses, and revenue, if any, for each program service reported.

4a (Code: _____) (Expenses $ 662,630 including grants of $ 459,814) (Revenue $ 662,870)

Operating Assistance to 14 programs in 13 counties that served 1,273 adult students who

received 45,047 one-to-one and group instructional hours with the help of 567 volunteer

tutors who contributed 93,111 hours of their time in preparation and instruction. One hundred

seventy-three individuals received pre-service tutor training, board training, in-service

training, professional development, and outreach assistance for recruitment and to raise

awareness. Thirty eight individuals were recruited and referred through the NMCL's PR

campaign and toll-free adult literacy hotline.

4b (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4c (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4d Other program services (Describe in Schedule O.)

(Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4e Total program service expenses ▶ 662,630

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Part IV	Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes,"* *complete Schedule* A	**1**	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* (see instructions)?	**2**	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	**3**		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	**4**		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	**5**		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	**6**		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	**7**		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes,"* *complete Schedule D, Part III*	**8**		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	**9**		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If "Yes," complete Schedule D, Part V*	**10**	X	
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes,"* *complete Schedule D, Part VI*	**11a**	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	**11b**		X
c	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	**11c**		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	**11d**		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	**11e**		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	**11f**		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete* *Schedule D, Parts XI and XII*	**12a**	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If* *"Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	**12b**		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	**13**		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?	**14a**		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	**14b**		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	**15**		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	**16**		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I* (see instructions)	**17**		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	**18**		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	**19**		X
20 a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	**20a**		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	**20b**		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	**21**	X	

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Part IV	Checklist of Required Schedules *(continued)*			
			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note.** All Form 990 filers are required to complete Schedule O.	38	X	

Part V	Statements Regarding Other IRS Filings and Tax Compliance			
	Check if Schedule O contains a response or note to any line in this Part V . . . . ☐			
			Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	7		
b	Enter the number of Form W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c	X	

Part V	**Statements Regarding Other IRS Filings and Tax Compliance** *(continued)*			

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return · · · · · · **2a** 3			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? · · · · · · · · · · · · ·	**2b**	X	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions) · · · · · · · · · · · ·			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year? · · · · · · · · · · · · · · · · ·	**3a**		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation in Schedule O* · · · · · · · · · · ·	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? · · · · · · · ·	**4a**		X
b	If "Yes," enter the name of the foreign country: ▶ _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? · · · · · · · · · · · · ·	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? · · · · · · · · · ·	**5b**		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T? · · · · · · · · · · · · · · · · · · ·	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? · · · · · · · · · · · · · ·	**6a**		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? ·	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor? ·	**7a**		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided? · · · · · · · · · · · · · ·	**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? ·	**7c**		
d	If "Yes," indicate the number of Forms 8282 filed during the year · · · · · · · · · · · · · · · **7d**				
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? · · · · · · · · ·	**7e**		
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? · · · · · · · · · ·	**7f**		
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? · ·	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? · · · · · · · · ·	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? · · · · · · · · · · · · · · ·	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966? · · · · · · · · · · · · · · · ·	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? · · · · · · · · · · · · ·	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 · · · · · · · · · · · · · · · **10a**				
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities · · · · · · · · **10b**				
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders · **11a**				
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) · **11b**				
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041? · · · · · · · · ·	**12a**		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year · · · · · · · · · **12b**				
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state? · · · · · · · · · · · · · · ·	**13a**		
	Note. See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans · · · · · · · · · · · · · · · **13b**				
c	Enter the amount of reserves on hand · **13c**				
14a	Did the organization receive any payments for indoor tanning services during the tax year? · · · · · · · · · · · · · ·	**14a**		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation in Schedule O* · · · · · · · · · ·	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year ·	**15**		X
	If "Yes," see instructions and file Form 4720, Schedule N.			
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? · · · · · · · ·	**16**		X
	If "Yes," complete Form 4720, Schedule O.			

| **Part VI** | **Governance, Management, and Disclosure** *For each "Yes" response to lines 2 through 7b below, and for a "No"* |

response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI . . . . ☒

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	**1a**	8		
	If there are material differences in voting rights among members of the governing body, or				
	if the governing body delegated broad authority to an executive committee or similar				
	committee, explain in Schedule O.				
b	Enter the number of voting members included in line 1a, above, who are independent	**1b**	8		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with				
	any other officer, director, trustee, or key employee?	**2**			X
3	Did the organization delegate control over management duties customarily performed by or under the direct				
	supervision of officers, directors, or trustees, or key employees to a management company or other person?	**3**			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	**4**			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	**5**			X
6	Did the organization have members or stockholders?	**6**		X	
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint				
	one or more members of the governing body?	**7a**			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members,				
	stockholders, or persons other than the governing body?	**7b**			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during				
	the year by the following:				
a	The governing body?	**8a**		X	
b	Each committee with authority to act on behalf of the governing body?	**8b**		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at				
	the organization's mailing address? *If "Yes," provide the names and addresses in Schedule O*	**9**			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	**10a**		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters,			
	affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	**10b**		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? . .	**11a**	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	**12a**	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? . . .	**12b**	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes,"*			
	describe in Schedule O how this was done	**12c**	X	
13	Did the organization have a written whistleblower policy?	**13**	X	
14	Did the organization have a written document retention and destruction policy?	**14**	X	
15	Did the process for determining compensation of the following persons include a review and approval by			
	independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	**15a**	X	
b	Other officers or key employees of the organization	**15b**	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement			
	with a taxable entity during the year?	**16a**		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its			
	participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the			
	organization's exempt status with respect to such arrangements?	**16b**		

Section C. Disclosure

17	List the states with which a copy of this Form 990 is required to be filed ▶ **New Mexico**
18	Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)
	(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
	☒ Own website ☒ Another's website ☒ Upon request ☐ Other *(explain in Schedule O)*
19	Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and
	financial statements available to the public during the tax year.
20	State the name, address, and telephone number of the person who possesses the organization's books and records: ▶
	TREASURER (800)233-7587, 1219 LUISA STREET, Santa Fe, NM 87505

| Part VII | Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors |

Check if Schedule O contains a response or note to any line in this Part VII . . . . ☐

Section A.   **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

● List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.

● List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."

● List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.

● List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.

● List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☒ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) BRADEN ANDERSON PRESIDENT	1.00	X		X				0	0	0
(2) ELIZABETH MONTOYA VICE PRESIDENT/TREASURER	1.00	X		X				0	0	0
(3) LAURA MATTINGLY SECRETARY	1.00	X		X				0	0	0
(4) MATT KENNICOTT DIRECTOR	1.00	X						0	0	0
(5) ELEANOR TOWNSEND DIRECTOR	1.00	X						0	0	0
(6) ANGIE VIGIL DIRECTOR	1.00	X						0	0	0
(7) BRANDON VOGT DIRECTOR	1.00	X						0	0	0
(8) MALCOLM WINSTON DIRECTOR	1.00	X						0	0	0
(9) HEATHER HEUNERMUND EXECUTIVE DIRECTOR	40.00				X			0	0	0
(10)										
(11)										
(12)										
(13)										
(14)										

Part VII	Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) _____										
(16) _____										
(17) _____										
(18) _____										
(19) _____										
(20) _____										
(21) _____										
(22) _____										
(23) _____										
(24) _____										
(25) _____										

1b	**Sub-total** . . . . ▶									
c	**Total from continuation sheets to Part VII, Section A** . . . . ▶									
d	**Total (add lines 1b and 1c)** . . . . ▶							0	0	0

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of
reportable compensation from the organization   ▶   0

			Yes	No
3	Did the organization list any **former** officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	**3**		X
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	**4**		X
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	**5**		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of
compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax
year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who
received more than $100,000 of compensation from the organization   ▶

Part VIII   **Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII . . . . □

				(A) Total revenue	**(B)** Related or exempt function revenue	**(C)** Unrelated business revenue	**(D)** Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	**1a**	Federated campaigns	**1a**				
	b	Membership dues	**1b**				
	c	Fundraising events	**1c**				
	d	Related organizations	**1d**				
	e	Government grants (contributions) . .	**1e**				
	f	All other contributions, gifts, grants, and similar amounts not included above	**1f**	19,059			
	g	Noncash contributions included in lines 1a-1f: $					
	h	**Total.** Add lines 1a-1f . . . . ▶		19,059			
Program Service Revenue			**Business Code**				
	2a	PROGRAM SERVICES	611710	661,300	661,300		
	b						
	c						
	d						
	e						
	f	All other program service revenue					
	g	**Total.** Add lines 2a-2f . . . . ▶		661,300			
Other Revenue	**3**	Investment income (including dividends, interest, and other similar amounts) . . . . ▶		52	52		
	4	Income from investment of tax-exempt bond proceeds . . . ▶					
	5	Royalties . . . . ▶					
			(i) Real **(ii) Personal**				
	6a	Gross rents					
	b	Less: rental expenses					
	c	Rental income or (loss) . . .					
	d	Net rental income or (loss) . . . . ▶					
	7a	Gross amount from sales of assets other than inventory	**(i) Securities** **(ii) Other**				
	b	Less: cost or other basis and sales expenses					
	c	Gain or (loss)					
	d	Net gain or (loss) . . . . ▶					
	8a	Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 . . . . **a**					
	b	Less: direct expenses . . . . **b**					
	c	Net income or (loss) from fundraising events . . . . ▶					
	9a	Gross income from gaming activities. See Part IV, line 19 . . . . **a**					
	b	Less: direct expenses . . . . **b**					
	c	Net income or (loss) from gaming activities . . . . ▶					
	10a	Gross sales of inventory, less returns and allowances . . . . **a**					
	b	Less: cost of goods sold . . . . **b**					
	c	Net income or (loss) from sales of inventory . . . . ▶					
		Miscellaneous Revenue	**Business Code**				
	11a	OTHER INCOME	900099	1,518	1,518		
	b						
	c						
	d	All other revenue					
	e	**Total.** Add lines 11a-11d . . . . ▶		1,518			
	12	**Total revenue.** See instructions . . . . ▶		681,929	662,870	0	0

Part IX	Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX · ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	**(A)** Total expenses	**(B)** Program service expenses	**(C)** Management and general expenses	**(D)** Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 · · ·	459,814	459,814		
2 Grants and other assistance to domestic individuals. See Part IV, line 22 · · · · · · · · · · ·				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16 · · · · · · ·				
4 Benefits paid to or for members · · · · · · · · · ·				
5 Compensation of current officers, directors, trustees, and key employees · · · · · · · · · · · ·				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) · · · · · ·				
7 Other salaries and wages · · · · · · · · · · · · ·	168,824	157,007	10,129	1,688
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions) · ·				
9 Other employee benefits · · · · · · · · · · · · ·				
10 Payroll taxes · · · · · · · · · · · · · · · · ·	12,774	11,880	766	128
11 Fees for services (non-employees):				
a Management · · · · · · · · · · · · · · · · ·				
b Legal · · · · · · · · · · · · · · · · · · ·				
c Accounting · · · · · · · · · · · · · · · · · ·	12,058	11,214	723	121
d Lobbying · · · · · · · · · · · · · · · · · · ·				
e Professional fundraising services. See Part IV, line 17 ·				
f Investment management fees · · · · · · · · · · ·				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.) · ·	2,058			2,058
12 Advertising and promotion · · · · · · · · · · · ·	18	17	1	
13 Office expenses · · · · · · · · · · · · · · · ·	251	233	15	3
14 Information technology · · · · · · · · · · · · · ·				
15 Royalties · · · · · · · · · · · · · · · · · · ·				
16 Occupancy · · · · · · · · · · · · · · · · · ·	12,576	11,695	755	126
17 Travel ·	36	34	2	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials · · · · ·				
19 Conferences, conventions, and meetings · · · · · · ·				
20 Interest · · · · · · · · · · · · · · · · · · ·	14		14	
21 Payments to affiliates · · · · · · · · · · · · · ·				
22 Depreciation, depletion, and amortization · · · · · · ·	163	151	10	2
23 Insurance · · · · · · · · · · · · · · · · · · ·	3,632	3,378	218	36
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a TELEPHONE AND INTERNET	3,284	3,054	197	33
b GENERAL EXPENSES	3,879	3,607	233	39
c POSTAGE	587	546	35	6
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e ·	679,968	662,630	13,098	4,240
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720) · · · · · · · · · ·				

Part X   **Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part X . . . . ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing	22,721	1	27,456
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	
	4	Accounts receivable, net	73,112	4	56,928
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	1,409	9	11,446
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D **10a** 3,282			
	b	Less: accumulated depreciation **10b** 2,877	568	10c	405
	11	Investments - publicly traded securities	24,948	11	26,467
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	875	15	875
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)	123,633	16	123,577
Liabilities	17	Accounts payable and accrued expenses	56,880	17	54,863
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	56,880	26	54,863
Net Assets or Fund Balances		Organizations that follow SFAS 117 (ASC 958), check here ▶ ☒ and complete lines 27 through 29, and lines 33 and 34.			
	27	Unrestricted net assets	66,753	27	68,714
	28	Temporarily restricted net assets		28	
	29	Permanently restricted net assets		29	
		Organizations that do not follow SFAS 117 (ASC 958), check here ▶ ☐ and complete lines 30 through 34.			
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
	33	Total net assets or fund balances	66,753	33	68,714
	34	Total liabilities and net assets/fund balances	123,633	34	123,577

Part XI	**Reconciliation of Net Assets**		

Check if Schedule O contains a response or note to any line in this Part XI · ☐

1	Total revenue (must equal Part VIII, column (A), line 12) ·	**1**	681,929
2	Total expenses (must equal Part IX, column (A), line 25) ·	**2**	679,968
3	Revenue less expenses. Subtract line 2 from line 1 ·	**3**	1,961
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A)) · · · · · · · · · · · ·	**4**	66,753
5	Net unrealized gains (losses) on investments ·	**5**	
6	Donated services and use of facilities ·	**6**	
7	Investment expenses ·	**7**	
8	Prior period adjustments ·	**8**	
9	Other changes in net assets or fund balances (explain in Schedule O) · · · · · · · · · · · · · · · · · · ·	**9**	0
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B)) ·	**10**	68,714

Part XII	**Financial Statements and Reporting**		

Check if Schedule O contains a response or note to any line in this Part XII · ☐

			Yes	**No**
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked "Other," explain in			
	Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? · · · · · · · · · · · · ·	**2a**		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or			
	reviewed on a separate basis, consolidated basis, or both:			
	☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant? · · · · · · · · · · · · · · · · · ·	**2b**	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a			
	separate basis, consolidated basis, or both:			
	☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight			
	of the audit, review, or compilation of its financial statements and selection of an independent accountant? · · · · · · · · · ·	**2c**	X	
	If the organization changed either its oversight process or selection process during the tax year, explain in			
	Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in			
	the Single Audit Act and OMB Circular A-133? ·	**3a**		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the			
	required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits · · · · · · · · · ·	**3b**		

SCHEDULE A (Form 990 or 990-EZ) Department of the Treasury Internal Revenue Service	**Public Charity Status and Public Support** Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust. ▶ Attach to Form 990 or Form 990-EZ. ▶ Go to *www.irs.gov/Form990* for instructions and the latest information.	OMB No. 1545-0047 **2018** **Open to Public Inspection**

Name of the organization	Employer identification number
NEW MEXICO COALITION FOR LITERACY	85-0361082

Part I **Reason for Public Charity Status** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☐ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☒ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

   a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

   b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

   c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

   d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

   e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

   f Enter the number of supported organizations . . . .

   g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	**No**		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.   Schedule A (Form 990 or 990-EZ) 2018
EEA

| **Part II** | **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)** |

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	**(a)** 2014	**(b)** 2015	**(c)** 2016	**(d)** 2017	**(e)** 2018	**(f)** Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") · · · · ·	24,012	16,574	7,178	20,179	19,059	87,002
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf · · · · · ·						
3 The value of services or facilities furnished by a governmental unit to the organization without charge · · · · · · ·						
4 **Total.** Add lines 1 through 3 · · · · · · ·	24,012	16,574	7,178	20,179	19,059	87,002
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) · · · · · ·						7,932
6 **Public support.** Subtract line 5 from line 4 · ·						79,070

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	**(a)** 2014	**(b)** 2015	**(c)** 2016	**(d)** 2017	**(e)** 2018	**(f)** Total
7 Amounts from line 4 · · · · · · · · · ·	24,012	16,574	7,178	20,179	19,059	87,002
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources · · · · · · · · · · · · ·	632	479	333	299	52	1,795
9 Net income from unrelated business activities, whether or not the business is regularly carried on · · · · · · · · ·						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) · · · · · · · · · · ·	2,040	2,426	3,738	4,875	1,518	14,597
11 **Total support.** Add lines 7 through 10 ·						103,394

12	Gross receipts from related activities, etc. (see instructions) ·	**12**	

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** · ▶ ☐

Section C. Computation of Public Support Percentage

14	Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f)) · · · · · · · · · · · · · · ·	**14**	76.47	%
15	Public support percentage from 2017 Schedule A, Part II, line 14 ·	**15**	84.12	%

16a **33 1/3% support test - 2018.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization · · · · · · · · · · · · · · · · · · ▶ ☒

b **33 1/3% support test - 2017.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization · ▶ ☐

17a **10%-facts-and-circumstances test - 2018.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization · ▶ ☐

b **10%-facts-and-circumstances test - 2017.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization · ▶ ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions · ▶ ☐

| **Part III** | **Support Schedule for Organizations Described in Section 509(a)(2)** |

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II.
If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	**(a)** 2014	**(b)** 2015	**(c)** 2016	**(d)** 2017	**(e)** 2018	**(f)** Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose ・・・・・・						
3 Gross receipts from activities that are not an unrelated trade or business under section 513 ・						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf ・・・・・・・・						
5 The value of services or facilities furnished by a governmental unit to the organization without charge ・・・・・・・・						
6 **Total.** Add lines 1 through 5 ・・・・・・・						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons ・・・・・						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year ・・						
c Add lines 7a and 7b ・・・・・・・・・						
8 **Public support.** (Subtract line 7c from line 6.) ・・・・・・・・・・・						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	**(a)** 2014	**(b)** 2015	**(c)** 2016	**(d)** 2017	**(e)** 2018	**(f)** Total
9 Amounts from line 6 ・・・・・・・・・・・						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources ・・						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 ・・・・・・・						
c Add lines 10a and 10b ・・・・・・・・・・						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on ・・・						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) ・・・・・・・・・・						
13 **Total support.** (Add lines 9, 10c, 11, and 12.) ・・・・・・・・・・・・・						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・ ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f)) ・・・・・・・・・・・・・・	**15**		%
16 Public support percentage from 2017 Schedule A, Part III, line 15 ・・・・・・・・・・・・・・・・・・・・	**16**		%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2018** (line 10c, column (f), divided by line 13, column (f)) ・・・・・・・・・・	**17**		%
18 Investment income percentage from **2017** Schedule A, Part III, line 17 ・・・・・・・・・・・・・・・・・・	**18**		%

19a 33 1/3% support tests - 2018. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ・・・・・・・・・・ ▶ ☐

b 33 1/3% support tests - 2017. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ・・・・・・・・・・ ▶ ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ・・・・・・・・・・ ▶ ☐

Part IV	Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	**1**		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	**2**		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer (b) and (c) below.*	**3a**		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in Part VI when and how the organization made the determination.*	**3b**		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in Part VI what controls the organization put in place to ensure such use.*	**3c**		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.*	**4a**		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	**4b**		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	**4c**		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	**5a**		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	**5b**		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	**5c**		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in Part VI.*	**6**		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	**7**		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).*	**8**		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in Part VI.*	**9a**		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in Part VI.*	**9b**		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in Part VI.*	**9c**		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer 10b below.*	**10a**		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	**10b**		

Part IV	Supporting Organizations *(continued)*			

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	**11a**		
b	A family member of a person described in (a) above?	**11b**		
c	A 35% controlled entity of a person described in (a) or (b) above? *If "Yes" to a, b, or c, provide detail in **Part VI**.*	**11c**		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If "No," describe in **Part VI** how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	**1**		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in **Part VI** how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in **Part VI** how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in **Part VI** how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**		
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in **Part VI** the role the organization's supported organizations played in this regard.*	**3**		

Section E. Type III Functionally Integrated Supporting Organizations

1	Check the box next to the method that the organization used to satisfy the Integral Part Test during the year *(see instructions)*.			
a	☐ The organization satisfied the Activities Test. *Complete **line 2** below.*			
b	☐ The organization is the parent of each of its supported organizations. *Complete **line 3** below.*			
c	☐ The organization supported a governmental entity. *Describe in **Part VI** how you supported a government entity (see instructions).*			

			Yes	No
2	Activities Test. ***Answer (a) and (b) below.***			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in **Part VI** identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**		
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in **Part VI** the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**		
3	Parent of Supported Organizations. ***Answer (a) and (b) below.***			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *Provide details in **Part VI**.*	**3a**		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in **Part VI** the role played by the organization in this regard.*	**3b**		

Part V	Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	**1**		
2 Recoveries of prior-year distributions	**2**		
3 Other gross income (see instructions)	**3**		
4 Add lines 1 through 3.	**4**		
5 Depreciation and depletion	**5**		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7 Other expenses (see instructions)	**7**		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	**1a**		
b Average monthly cash balances	**1b**		
c Fair market value of other non-exempt-use assets	**1c**		
d **Total** (add lines 1a, 1b, and 1c)	**1d**		
e **Discount** claimed for blockage or other factors (explain in detail in **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3 Subtract line 2 from line 1d.	**3**		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	**4**		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6 Multiply line 5 by .035.	**6**		
7 Recoveries of prior-year distributions	**7**		
8 **Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	**1**		
2 Enter 85% of line 1.	**2**		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	**3**		
4 Enter greater of line 2 or line 3.	**4**		
5 Income tax imposed in prior year	**5**		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

| **Part V** | Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)* |

Section D - Distributions	**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in **Part VI**). See instructions.	
7 **Total annual distributions.** Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	
9 Distributable amount for 2018 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	**(i)** **Excess Distributions**	**(ii)** **Underdistributions Pre-2018**	**(iii)** **Distributable Amount for 2018**
1 Distributable amount for 2018 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2018 (reasonable cause required - explain in **Part VI**). See instructions.			
3 Excess distributions carryover, if any, to 2018			
a From 2013			
b From 2014			
c From 2015			
d From 2016			
e From 2017			
f **Total** of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2018 distributable amount			
i Carryover from 2013 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2018 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2018 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in **Part VI**. See instructions.			
6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in **Part VI**. See instructions.			
7 **Excess distributions carryover to 2019**. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2014			
b Excess from 2015			
c Excess from 2016			
d Excess from 2017			
e Excess from 2018			

EEA

| **Part VI** | **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.) |

Schedule B
(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**

▶ **Go to** *www.irs.gov/Form990 for the latest information.*

OMB No. 1545-0047

2018

Name of the organization

NEW MEXICO COALITION FOR LITERACY

Employer identification number

85-0361082

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	☒ 501(c)(**3**) (enter number) organization
	☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	☐ 527 political organization
Form 990-PF	☐ 501(c)(3) exempt private foundation
	☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation
	☐ 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

☐ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

☒ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year · ▶ $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization	Employer identification number
NEW MEXICO COALITION FOR LITERACY	85-0361082

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	Anonymous 1219 Luisa Street, Suite 2 Santa Fe, NM 87505	$ 10,000	**Person** ☒ **Payroll** ☐ **Noncash** ☐ (Complete Part II for noncash contributions.)

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
___		$	**Person** ☐ **Payroll** ☐ **Noncash** ☐ (Complete Part II for noncash contributions.)

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
___		$	**Person** ☐ **Payroll** ☐ **Noncash** ☐ (Complete Part II for noncash contributions.)

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
___		$	**Person** ☐ **Payroll** ☐ **Noncash** ☐ (Complete Part II for noncash contributions.)

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
___		$	**Person** ☐ **Payroll** ☐ **Noncash** ☐ (Complete Part II for noncash contributions.)

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
___		$	**Person** ☐ **Payroll** ☐ **Noncash** ☐ (Complete Part II for noncash contributions.)

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" on Form 990,**
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ **Attach to Form 990.**
▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization	Employer identification number
NEW MEXICO COALITION FOR LITERACY	85-0361082

Part I — Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.
Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	**(b)** Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year) .		
3	Aggregate value of grants from (during year) . .		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised
   funds are the organization's property, subject to the organization's exclusive legal control? . . . . ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used
   only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose
   conferring impermissible private benefit? . . . . ☐ Yes ☐ No

Part II — Conservation Easements.
Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
   ☐ Preservation of land for public use (e.g., recreation or education)   ☐ Preservation of a historically important land area
   ☐ Protection of natural habitat   ☐ Preservation of a certified historic structure
   ☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation
   easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the
   tax year   ▶ _____

4 Number of states where property subject to conservation easement is located   ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of
   violations, and enforcement of the conservation easements it holds? . . . . ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
   ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
   ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i)
   and section 170(h)(4)(B)(ii)? . . . . ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and
   balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the
   organization's accounting for conservation easements.

Part III — Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet
    works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of
    public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

 b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet
    works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of
    public service, provide the following amounts relating to these items:
    (i) Revenue included on Form 990, Part VIII, line 1 . . . . ▶ $ _____
    (ii) Assets included in Form 990, Part X . . . . ▶ $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the
   following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:
   a Revenue included on Form 990, Part VIII, line 1 . . . . ▶ $ _____
   b Assets included in Form 990, Part X . . . . ▶ $ _____

| Part III | Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)* |

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its
collection items (check all that apply):

a ☐ Public exhibition   **d** ☐ Loan or exchange programs

b ☐ Scholarly research   **e** ☐ Other _____

c ☐ Preservation for future generations

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part
XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar
assets to be sold to raise funds rather than to be maintained as part of the organization's collection? . . . . ☐ Yes ☐ No

| Part IV | Escrow and Custodial Arrangements. |

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form
990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not
included on Form 990, Part X? . . . . ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

			Amount
c	Beginning balance	**1c**	
d	Additions during the year	**1d**	
e	Distributions during the year	**1e**	
f	Ending balance	**1f**	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? . . . . ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII . . . . ☐

| Part V | Endowment Funds. |

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

		(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a	Beginning of year balance	24,948	23,573	20,963	21,675	21,446
b	Contributions					
c	Net investment earnings, gains, and losses	1,634	1,628	2,847	(489)	470
d	Grants or scholarships					
e	Other expenditures for facilities and programs					
f	Administrative expenses	115	253	237	223	241
g	End of year balance	26,467	24,948	23,573	20,963	21,675

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment   ▶ _____ %

b Permanent endowment ▶ _____ %

c Temporarily restricted endowment   ▶ _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the
organization by:

			Yes	No
(i) unrelated organizations		**3a(i)**		
(ii) related organizations		**3a(ii)**		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?		**3b**		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

| Part VI | Land, Buildings, and Equipment. |

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

	Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a	Land				
b	Buildings				
c	Leasehold improvements				
d	Equipment		3,282	2,877	405
e	Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* . . . . ▶				405

Part VII   **Investments - Other Securities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives · · · · · · · · · · · · · · · · ·		
(2) Closely-held equity interests · · · · · · · · · · · · ·		
(3) Other _____		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 12.)* ▶		

Part VIII   **Investments - Program Related.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 13.)* ▶		

Part IX   **Other Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)* · ▶	

Part X   **Other Liabilities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1.

(a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)* ▶		

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII · · · · · · · · ☐

Part XI	Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			**1**	823,050
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	**2a**			
b	Donated services and use of facilities	**2b**	141,121		
c	Recoveries of prior year grants	**2c**			
d	Other (Describe in Part XIII.)	**2d**			
e	Add lines **2a** through **2d**			**2e**	141,121
3	Subtract line **2e** from line **1**			**3**	681,929
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	**4a**			
b	Other (Describe in Part XIII.)	**4b**			
c	Add lines **4a** and **4b**			**4c**	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			**5**	681,929

Part XII	Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			**1**	821,088
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	**2a**	141,121		
b	Prior year adjustments	**2b**			
c	Other losses	**2c**			
d	Other (Describe in Part XIII.)	**2d**			
e	Add lines **2a** through **2d**			**2e**	141,121
3	Subtract line **2e** from line **1**			**3**	679,967
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	**4a**			
b	Other (Describe in Part XIII.)	**4b**			
c	Add lines **4a** and **4b**			**4c**	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			**5**	679,967

Part XIII	Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

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SCHEDULE I
(Form 990)

Department of the Treasury
Internal Revenue Service

OMB No. 1545-0047

2018

Open to Public Inspection

Grants and Other Assistance to Organizations, Governments, and Individuals in the United States

Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.

▶ Attach to Form 990.

▶ Go to *www.irs.gov/Form990* for the latest information.

Name of the organization: NEW MEXICO COALITION FOR LITERACY

Employer identification number: 85-0361082

Part I — General Information on Grants and Assistance

1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? . . . . ☒ Yes ☐ No

2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II — Grants and Other Assistance to Domestic Organizations and Domestic Governments.
Complete if the organization answered "Yes" on Form 990, Part IV, line 21, for any recipient that received more than $5,000. Part II can be duplicated if additional space is needed.

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of noncash assistance	(h) Purpose of grant or assistance
(1) ARTESIA LITERACY COUNCIL P.O. BOX 254 Artesia, NM 88210	74-2853290	501(C)(3)	10,500				OPERATING ASSISTANCE & INSTRUCTIONAL
(2) CARLSBAD LITERACY PROGRAM P.O. BOX 3112 Carlsbad, NM 88221	85-0396723	501(C)(3)	15,000				OPERATING ASSISTANCE
(3) DEMING LITERACY PROGRAM P.O. BOX 1932 Deming, NM 88031	85-0398008	501(C)(3)	18,000				OPERATING ASSISTANCE
(4) HIDALGO COUNTY LITERACY PRO 317 E. 4TH STREET, SUITE B Lordsburg, NM 88045	20-2788997	501(C)(3)	10,000				OPERATING ASSISTANCE
(5) LINCOLN COUNTY ADULT LITERA 107 KANSAS CITY ROAD Ruidoso, NM 88345	47-1984504	501(C)(3)	25,000				OPERATING ASSISTANCE
(6) LITERACY LINK - LEAMOS 515 W. COLLEGE AVENUE Silver City, NM 88061	81-0655544	501(C)(3)	20,000				OPERATING ASSISTANCE
(7) LITERACY VOLUNTEERS OF SANT 6401 RICHARDS AVE Santa Fe, NM 87505	85-0350349	501(C)(3)	15,000				OPERATING ASSISTANCE
(8) LITERACY VOLUNTEERS OF SOCO P.O. BOX I Socorro, NM 87801	85-0388564	501(C)(3)	22,000				OPERATING ASSISTANCE
(9) READWEST P.O. BOX 44508 Rio Rancho, NM 87124	85-0381570	501(C)(3)	25,000				OPERATING ASSISTANCE
(10) READ "WRITE" ADULT LITERACY P.O. BOX 902 Moriarty, NM 87035	85-0481507	501(C)(3)	22,000				OPERATING ASSISTANCE

2 Enter total number of section 501(c)(3) and government organizations listed in the line 1 table . . . . ▶ 14

3 Enter total number of other organizations listed in the line 1 table . . . . ▶

SCHEDULE I
(Form 990)

Department of the Treasury
Internal Revenue Service

OMB No. 1545-0047

2018

Open to Public Inspection

Grants and Other Assistance to Organizations, Governments, and Individuals in the United States

Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.

▶ Attach to Form 990.

▶ Go to *www.irs.gov/Form990* for the latest information.

Name of the organization

NEW MEXICO COALITION FOR LITERACY

Employer identification number

85-0361082

Part I   General Information on Grants and Assistance

1   Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and
the selection criteria used to award the grants or assistance? . . . .   ☐ Yes   ☐ No

2   Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II   Grants and Other Assistance to Domestic Organizations and Domestic Governments. Complete if the organization answered "Yes" on Form 990, Part IV, line 21, for any recipient that received more than $5,000. Part II can be duplicated if additional space is needed.

1 **(a)** Name and address of organization or government	**(b)** EIN	**(c)** IRC section (if applicable)	**(d)** Amount of cash grant	**(e)** Amount of non-cash assistance	**(f)** Method of valuation (book, FMV, appraisal, other)	**(g)** Description of noncash assistance	**(h)** Purpose of grant or assistance
(1) READING WORKS 1113-B RHODE ISLAND STREET, N. Albuquerque, NM 87110	41-2235848	501(C)(3)	26,000				OPERATING ASSISTANCE & INSTRUCTIONAL
(2) RIO ARRIBA ADULT LITERACY P P.O. BOX 1113 Espanola, NM 87532	85-0311210	501(C)(3)	25,500				OPERATING ASSISTANCE & INSTRUCTIONAL
(3) TAOS EDUCATION AND CAREER C 1157 COUNTY ROAD 110 Ranchos De Taos, NM 87557	85-6000642	501(C)(3)	18,000				OPERATING ASSISTANCE
(4) VALENCIA COUNTY LITERACY 280 LA ENTRADA Los Lunas, NM 87031	85-0371478	501(C)(3)	15,000				OPERATING ASSISTANCE
(5)							
(6)							
(7)							
(8)							
(9)							
(10)							

2   Enter total number of section 501(c)(3) and government organizations listed in the line 1 table . . . . ▲

3   Enter total number of other organizations listed in the line 1 table . . . . ▲

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

EEA

Schedule I (Form 990) (2018)

Part III **Grants and Other Assistance to Domestic Individuals. Complete if the organization answered "Yes" on Form 990, Part IV, line 22.**
Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	**(b)** Number of recipients	**(c)** Amount of cash grant	**(d)** Amount of noncash assistance	**(e)** Method of valuation (book, FMV, appraisal, other)	**(f)** Description of noncash assistance
1					
2					
3					
4					
5					
6					
7					

Part IV **Supplemental Information.** Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

**Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.**

▶ **Attach to Form 990 or 990-EZ.**
▶ **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization

NEW MEXICO COALITION FOR LITERACY

Employer identification number

85-0361082

01. Members or stockholder classes and rights (Part VI, line 6)

MEMBERSHIP IN THE NMCL SHALL INCLUDE, BUT NOT BE LIMITED TO, REPRESENTATIVES OF SUCH

GROUPS AND ORGANIZATIONS AS VOLUNTEER LITERACY PROVIDERS, BUSINESS, LABOR, LIBRARIES,

MEDIA AND STUDENTS. MEMBERSHIP SHALL BE OBTAINED BY PAYING AN INDIVIDUAL OR PROGRAM

MEMBERSHIP FEE. EACH INDIVIDUAL MEMBER OR THE DESIGNATED REPRESENTATIVE OF A PROGRAM SHALL

BE ENTITLED TO ONE VOTE ON EACH MATTER SUBMITTED TO A VOTE OF THE MEMBERS. NO ONE SHALL

VOTE ON A QUESTION AFFECTING HIMSELF/HERSELF.

02. Form 990 governing body review (Part VI, line 11)

THE FORM 990 WAS SUBMITTED TO THE BOARD OF DIRECTORS FOR REVIEW AND EDIT PRIOR TO ITS

SUBMISSION.

03. Conflict of interest policy compliance (Part VI, line 12c)

BOARD MEMBERS AND KEY EMPLOYEES ARE REQUIRED TO DISCLOSE THEIR CONFLICTS OF INTEREST, IF

ANY, ON AN ANNUAL BASIS OR AS NEEDED AS PERSONAL CIRCUMSTANCES CHANGE. THE PRESIDENT AND

EXECUTIVE DIRECTOR ENSURE COMPLIANCE WITH THIS POLICY FOR BOARD AND KEY EMPLOYEES,

RESPECTIVELY. WHEN IMPORTANT DECISIONS ARE MADE (SUCH AS GRANTS), PARTIES TO THE DECISION

ARE ASKED TO DISCLOSE THEIR CONFLICTS OF INTEREST AND RECUSE THEMSELVES IF ONE EXISTS. IF

A CONFLICT OF INTEREST OR THE APPEARANCE OF ONE CANNOT BE AVOIDED, THE INDIVIDUAL WILL BE

ASKED TO RESIGN.

04. CEO, executive director, top management comp (Part VI, line 15a)

THE COMPENSATION OF THE ORGANIZATION'S EXECUTIVE DIRECTOR INCLUDES THE PROPER REVIEW AND

APPROVAL.

Name of the organization	**Employer identification number**
NEW MEXICO COALITION FOR LITERACY	85-0361082

05. Other officer or key employee compensation (Part VI, line 15b

THE COMPENSATION OF OTHER KEY EMPLOYEES OF THE ORGANIZATION INCLUDES THE PROPER REVIEW AND

APPROVAL.

06. Governing documents, etc, available to public (Part VI, line 19)

THE NMCL'S AUDITED FINANCIAL STATEMENTS ARE AVAILABLE ON ITS WEBSITE AND ALSO UPON

REQUEST. FORM 990 IS POSTED ON THE NMCL'S WEBSITE, ON GUIDESTAR AND IS FILED WITH THE

ATTORNEY GENERAL. THE NMCL'S BYLAWS ARE POSTED ON ITS WEBSITE AND ARE AVAILABLE UPON

REQUEST.