State of New Mexico
Higher Education Department
Adult Education Division

Adult Literacy Local Programs
Annual Report
Preparation Guidelines and
Reporting Template

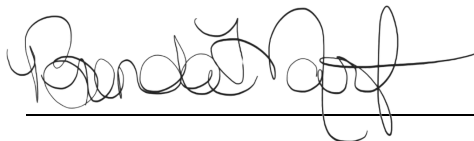# 2023-2024

Please email report to:

Adult.Education@hed.nm.gov

Reporting Deadline
September 3, 2024

2023-2024

Annual Program Report
Cover Page

Program Name:	**Rio Arriba Adult Literacy Program**
Institution or Organization:	**Rio Arriba Adult Literacy Program**
Address:	**P.O. Box 1113**
City:	**Española**
County:	**Rio Arriba**
Zip:	**87532**
Main Phone:	**505-753-8814**
Website:	**www.raalp.org**
Social Media:	**Facebook: @readRioArriba** **Instagram: @rioarribaadultliteracyprogram**
New Mexico Counties Served:	**Río Arriba, Los Alamos, Santa Fe**
Program Director, Manager, or Coordinator Name and Title:	**Brenda E. Martinez, Executive Director**
Contact Information:	Phone(s): **505-753-8814**
	Email: **director@raalp.org**
Alternate Contact Name and Title:	**Starr Woods, Board President**
Contact Information:	Phone(s): **(912) 281-7077**
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_____   08/20/2024
Signature of the Chief Executive Officer or Designee   **DATE**

Brenda E. Martinez, Executive Director

Typed Name and Title:

NMHED Adult Literacy Program Annual Report 2023-2024

Narrative Questions

Instructions: Please answer the following questions that address the scope of work for your program under its agreement with the New Mexico Higher Education Department. Please note that this report should be informative but *concise*. Remember that we have your original grant agreement and your continuation form, so you do not need to provide exhaustive, lengthy answers in most cases, nor cut and paste from previous reports. This report can provide us with a snapshot in time of your practices, a clear overview of your program year, and information on noteworthy changes that occurred. We use this information throughout the year to inform state reporting, help us prepare for technical assistance and monitoring activities, answer questions from the public and from legislators, and other purposes. *Please note* that we will post these reports on the HED website as public information.

1. Please share program highlights and accomplishments in the 2023-2024 program year. Please also share any significant changes in your program, context, and services.

   In the 2023-2024 program year, we have seen significant growth and accomplishments within our organization. Our numbers have increased across the board, and we have strengthened our community contacts, expanding our network of support. A major milestone was the rehiring of an additional staff member who provides dedicated tutoring support, allowing us to better serve our learners.

   We also collaborated closely with our board to organize a series of monthly storytelling workshops from January to May 2024. These workshops culminated in a major storytelling fundraiser held in June, which was a tremendous success. This event not only brought together tutors, students, staff, and board members but also attracted a large number of community members who share our passion for literacy. The fundraiser was a key opportunity to forge new relationships, promote our program, and, importantly, raise much-needed funds.

   Our program has experienced positive changes, including an increase in engagement, community involvement, and the expansion of our staff and services, all contributing to the continued success and growth of our literacy initiatives.

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

   Our main challenges in 2023-2024 have been a persistent shortage of volunteer tutors and financial constraints. Despite our ongoing recruitment efforts, we haven't seen the level of response from volunteers that we once

did, which impacts our ability to provide the level of personalized support our learners need.

In addition to volunteer shortages, funding continues to be a significant challenge. The expenses related to rent and salaries put considerable pressure on our finances. To address this, we are actively seeking grants, organizing fundraising events, and encouraging donations to support our program. We are committed to exploring every possible avenue to secure the resources needed to continue our work effectively and sustainably.

3. Please describe the modalities in which you provided literacy services in the 2023-2024 program year (e.g., one-on-one tutoring, small group tutoring, face to face classes, online tutoring, etc.), and the different populations whom you served (e.g., adult English language learners, parents, adults with disabilities, etc.) in as much detail as possible. If applicable, describe how these modalities and populations served were different in 2023-2024 than they had been in previous years.

Our program has a long history of utilizing one-to-one tutoring support as the primary mode of delivering services, particularly for ESL assistance and basic English language learning. By recruiting dedicated volunteer tutors, we ensure that students receive personalized, focused instruction that meets their specific language needs. Recognizing the varying availability of both tutors and students, we have also incorporated small group instruction to offer more flexibility. This setup allows individuals with limited availability to drop in for tutoring sessions that fit their schedules. Moreover, our partnership with Darrin's Place, a Drug and Alcohol Recovery Program, has expanded our reach. We now provide tailored tutoring support to their residents, which not only aids in their rehabilitation process but also supports the development and implementation of a GED program, offering residents a valuable pathway to further their education and employment opportunities.

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

Rio Arriba County, located in northern New Mexico, faces significant challenges related to adult literacy. The county's population is diverse, with a substantial portion identifying as Hispanic or Latino, alongside Native American and non-Hispanic white communities. According to census data and local reports, many adults in the region have limited English proficiency, contributing to lower literacy rates. Educational attainment levels in the county tend to be lower compared to state and national averages, with a noticeable percentage of adults lacking a high school diploma or equivalent. Additionally, the county struggles

with high poverty rates and unemployment, which are factors often linked to low literacy levels. These demographics highlight the critical need for targeted adult education and literacy programs. To expand services in Rio Arriba County, a multi-faceted approach can be developed, building on existing partnerships and community resources:

1. **Strengthening Partnerships**
2. **Leveraging Technology**
3. **Expanding Volunteer Recruitment**
4. **Offering More Group Sessions**
5. **Targeted Outreach to Underserved Communities**
6. **Securing Funding and Grants**
7. **Developing Specialized Programs**
8. **Community Feedback and Involvement**

5. Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of literacy activities. Please specify degree of formality for each arrangement described (e.g., purely informal agreement vs. MOA/MOU.) How have these collaborations supported your program's goals? Do you refer students to other NMHED-funded adult education programs? If so, please describe.

Our community partnerships play a vital role in expanding the reach and impact of our adult literacy services. Northern New Mexico College (NNMC) has been a key collaborator, generously providing space for our tutoring sessions and referring students from various programs who can benefit from our support. This partnership has enabled us to engage more learners and tailor our services to meet their specific educational needs. Similarly, the Española Public Library has graciously allowed us to use their space for tutoring, making our services more accessible to community members. To further broaden our impact, we are actively developing relationships with rural community centers to offer drop-in tutoring sessions for adults who cannot commute to our main office in Española. This initiative has already seen success, with two local tutors expressing interest in supporting literacy efforts in their respective areas. Additionally, our partnership with Darrin's Place allows us to provide critical tutoring support to residents in their drug and alcohol rehabilitation program, assisting in their recovery and educational advancement.

6. What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2023-2024 program year? What program needs did the PL address? What were the outcomes and influences of this PL, if any, in your program?

   Our staff is committed to continuously enhancing the quality of our tutoring services by regularly sharing information about available training and

workshops relevant to tutoring support. These opportunities cover a wide range of topics that can benefit individualized instruction, including citizenship preparation, workplace literacy skills, and effective ESL teaching strategies. By keeping our tutors informed about these valuable resources, we aim to equip them with the knowledge and skills necessary to meet the diverse needs of our learners. In addition to supporting our tutors, our staff actively participates in online trainings and workshops that offer program development insights and best practices. We are also dedicated to ongoing research to identify new resources that will further benefit both tutors and staff, ensuring that our program remains responsive, effective, and innovative in addressing the literacy needs of our community.

Data Questions

Please answer the following questions that address data and performance in your program and sub-awarded programs, if applicable. Use LACES database to collect data for students, hours, goals and tutors. You can present your data in the form of a table, graphs or a narrative.

1. How many students were served in your program during the 2023-2024 fiscal year? Please, include total number of students with non-zero hours from *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

<u>Report Statistics</u>   **Dates Between:**   07/01/2023 AND   06/30/2024

 Total number of students: 262   **Total students w/ non-zero hours:** 26

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

   While we provided direct tutoring services to 26 students. We enrolled more students than we initially anticipated. While some of these students were not matched with tutors, they still benefited from our support through assessments, referrals, or access to our lending library. In many cases, students chose not to proceed for personal reasons.

3. How many hours did students spend learning in your program in 2023-2024? Please, include total hours by different category as well as average number of hours per student with minimum and maximum number of hours that students spend. Use *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

<u>**Report Statistics**</u>   **Dates Between:**   07/01/2023 AND 06/30/2024

Average Total Hours: 14.25   (Average calculated using students w/ non-zero total hours)

Maximum: 99.00

Minimum: 1.00

<u>**Total Hours of All Students**</u>

Instruction	Computer	Preparation	Travel	Other	TOTAL
337.03	0.00	0.00	0.00	33.50	370.53

4. Of the students who were served, how many met their goals? Attach Goals Met in Time Period by Type *Summary* from LACES **student** area Reports. Use the following parameters to generate your data: Goal Met Date between 7/1/2023 and 6/30/2024.

Goal Type
Educational Goals

Goal Keyword	Number of Records
Improve English language proficiency	5
Improve reading skills	6
Improve speaking skills	4
Improve writing skills	6

Total Number of Records: 21

Goal Type
NMCL Goal

Goal Keyword	Number of Records
Read more to children	1

Total Number of Records: 1

Goal Type
Societal/Community

Goal Keyword	Number of Records
Have a conversation in English	1

Total Number of Records: 1

5. How many hours did tutors spend working with students in 2023-2024? Please, include total number of tutors with non-zero hours, total hours by different category as well as average number of hours per tutor with minimum and maximum number of hours that tutors spend. Use *Tutor Calendar Hours Report* from LACES **Tutor** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2023 AND 6/30/2024.

Report Statistics   **Dates Between:**   07/01/2023 AND   06/30/2024

Total number of tutors: 224   **Total tutors w/ non-zero hours:**   10

Average Total Hours: 73.10   (Average calculated using tutors with non-zero total hours)

Maximum: 194.75

Minimum: 3.90

6. When you look at your program outcomes, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data.

   Based on our program outcomes, we gauge our program to be highly effective, with clear strengths and some areas that present challenges. We successfully provided direct tutoring services to 26 students, which demonstrates our ability to meet our primary goal of offering individualized support. Feedback from these students indicates significant improvements in their literacy and language skills, which aligns with our program's objectives. Although we provided tutoringt support to those 26 students, we managed to offer alternative services such as assessments, referrals, and access to our lending library. This adaptability shows our commitment to meeting the diverse needs of our learners and maximizing the resources available to them.
   Our challenges included the lack of volunteer tutors. Additionally, some students chose not to proceed with tutoring for personal reasons, which affected our overall retention rates. Understanding these reasons more deeply could help us adjust our approach and find ways to better support these students.
   Addressing these challenges will enhance our program's effectiveness and ensure we continue to meet the needs of all our learners.

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

   Increase Tutor Recruitment and Training: Given that we enrolled more students than anticipated but couldn't pair all with tutors, one priority is to recruit and

train more volunteers. This would allow us to match every enrolled student with a tutor, providing them with the personalized support that has proven to be highly effective in improving literacy and language skills.

Improve Student Retention Strategies: Since some students chose not to proceed for personal reasons, we should implement strategies to better understand and address these concerns. Conducting exit surveys or follow-up conversations could help us identify common barriers and adjust our approach, offering more flexible scheduling, tailored learning plans, or additional support services as needed.

Strengthen Community Partnerships: Collaborating with more local organizations, businesses, and educational institutions could provide additional resources and support. This might include shared spaces for tutoring sessions, co-hosting events, or accessing a broader volunteer base.

Implementing these changes would allow us to better serve our students, address identified challenges, and continue to improve the overall effectiveness of our program.

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

Strategies we can pursue to increase program enrollment include:

1. **Enhanced Outreach and Marketing: By increasing awareness about our program, we can attract more students. This could include targeted social media campaigns, partnerships with local community centers, and businesses, and distributing informational materials at events and public spaces.**
2. **Strengthening Partnerships with Local Organizations: Collaborating with local nonprofits, libraries, healthcare providers, and educational institutions could help us reach underserved populations. These partnerships could lead to referrals, co-hosted events, and joint outreach initiatives, expanding our reach and drawing more students into the program.**
3. **Leveraging Success Stories: Sharing testimonials and success stories from past and current students could be a powerful tool in demonstrating the value of our program. Featuring these stories on our website, social media, and in promotional materials could inspire others to join**

Estimating the total funding needed to support these initiatives is challenging, but an additional $10,000 to $15,000 would significantly help RAALP expand our services and initiatives.

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Financial Expenditures

Please provide the following information about your financial expenditures.

Additional grants, funding from partnerships, etc.

1. Please list other sources of support for your program and their contributions for PY 2023-2024.

Source	Amount
United Way of Northern New Mexico	$5,000
N3B	$10,000
Santa Fe Community Foundation	$5,000
Dollar General	$7,000
Fundraising	$5,742
Individual & Business Contributions	$11,078

Student Needs and Satisfaction Questions

Please answer the following questions about student needs and satisfaction in the literacy services provided by your program and its sub-grantees, if any. If you have *not* collected all of this information, please indicate this and plan to do so in the upcoming program year. If you need assistance from NMHED to think through this data collection process, please do not hesitate to reach out.

1. Describe the processes used to collect information regarding student needs, goals, and satisfaction.
    We gather student feedback through a combination of quarterly progress surveys and annual surveys conducted jointly by the student and their tutor. The quarterly progress surveys allow us to regularly monitor and assess each student's development, helping us identify areas where additional support may be needed. The annual surveys provide a more comprehensive evaluation of the student's experience, capturing both the student's and the tutor's perspectives on progress, satisfaction with the program, and suggestions for improvement.

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

   Students have expressed the need for more flexible scheduling options that accommodate their individual circumstances. Many of our learners face challenges balancing their responsibilities, such as work commitments, childcare, and family obligations, making it difficult to attend sessions at fixed times. The lack of available childcare services has also been a significant barrier for some, as they struggle to find someone to look after their children during tutoring sessions.

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

   We work to pair students with tutors who can offer tutoring sessions at various times, including evenings and weekends, to accommodate students' busy schedules. To further enhance accessibility, we provide virtual tutoring sessions. This option allows students to participate from the comfort of their homes, eliminating the need for travel and making it easier for those with childcare responsibilities or transportation challenges to engage in our program. Additionally, by collaborating with local organizations, we offer tutoring spaces that can accommodate students who cannot locate child care.

4. What do you plan to do in the upcoming program year to improve the processes that you use to collect and analyze student needs, goals, and satisfaction?

   In the upcoming program year, we plan to enhance our processes for collecting and analyzing student needs, goals, and satisfaction by implementing more frequent and detailed surveys, conducting regular check-ins with both students and tutors. This will allow us to gather more comprehensive data, identify trends, and make timely adjustments to better meet the needs of our learners.

5. What do you plan to do in the upcoming year to improve students' ability to meet their goals and improve their satisfaction with your services? How can NMHED help?

   To improve students' ability to meet their goals and enhance satisfaction, we plan to offer more flexible scheduling, increase access to virtual tutoring, and provide additional support for barriers such as childcare. NMHED can help by providing funding for these initiatives and supporting partnerships with local resources to address students' needs.