

New Mexico Literacy Program Annual Report 2024-2025

Annual Program Report Cover Page

Program Name:	Rio Arriba Adult Literacy Program	
Institution or Organization:	Rio Arriba Adult Literacy Program	
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City:	Española	
County:	Rio Arriba	
Zip:	87532	
Main Phone:	505-303-6437	
Website:	www.raalp.org	
Social Media:	Facebook: @readRioArriba Instagram: @rioarribaadultliteracyprogram	
New Mexico Counties Served:	Rio Arriba, Los Alamos, Taos, Santa Fe	
Submission Date:	09/16/2025	
Program Director, Manager, or Coordinator Name and Title:	Brenda E. Martinez, Program Director	
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Alternate Contact Name and Title:	Christina Salazar, Program Coordinator	
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Signature of the Chief Executive Officer or Designee

09/16/2025

DATE

Brenda E. Martinez, Program Director

Typed Name and Title:

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Narrative Questions

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

1. Please share program highlights and accomplishments in the 2024-2025 program year. Please also share any significant changes in your program, context, and services.

During the 2024–2025 program year, RAALP increased enrollment and strengthened consistency in one-to-one tutoring, while also reintroducing in-house tutoring and piloting small group sessions to meet learner needs. The change in our Program Coordinator and the return of an in-house tutor renewed leadership and direct support for tutors and learners. Through funding and partnership with Rio Arriba Health and Human Services, RAALP was able to support its in-house tutor and extend tutoring services at Darrin’s Place, where literacy instruction remains available to participants in recovery. RAALP expanded its community reach through new partnerships, including Somos Un Pueblo Unido to bring citizenship classes to Española. Our program also hosted storytelling workshops and a public storytelling fundraiser, which both raised awareness and generated support for literacy. In addition, learners benefited from expanded resources such as News for You and new curriculum support, while community partnerships and visibility continued to grow.

RAALP expanded its tutoring model to include in-house and small group sessions, offering more flexibility and accessibility for learners. Increased staff capacity strengthened program coordination and tutor support, while financial planning was adjusted to ensure long-term sustainability. The program also introduced storytelling as a successful tool for both fundraising and engagement, while broadening its reach through partnerships that support individuals in rehabilitation and those preparing for U.S. citizenship.

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

RAALP’s main challenges during the 2024–2025 program year were financial sustainability and a shortage of volunteers, including both tutors and board members. While funding from the Higher Education Department and other grants remained consistent, long-term financial stability remains uncertain, which has required cautious planning around

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expenses and commitments. At the same time, the need for more volunteer tutors and engaged board members has grown as enrollment and services expand.

To address these challenges, RAALP is actively pursuing diverse funding opportunities, expanding community-based fundraising efforts, and building stronger partnerships to share resources. The organization is also working to recruit and retain volunteer tutors through outreach, training, and support, while focusing on board recruitment and development to strengthen governance and leadership capacity.

3. Please describe the modalities in which you provided literacy services in the 2024-2025 program year (e.g., one-on-one tutoring, small group tutoring, face to face classes, online tutoring, etc.), and the different populations whom you served (e.g., adult English language learners, parents, adults with disabilities, etc.) in as much detail as possible. If applicable, describe how these modalities and populations served were different in 2024-2025 than they had been in previous years.

In the last program year, RAALP provided literacy services through multiple modalities to best meet the needs of adult learners. The primary model continued to be one-on-one tutoring, which allowed individualized support for both English language learners and adults working to improve basic literacy skills. To expand access and flexibility, RAALP also reintroduced in-house tutoring and small group sessions, creating opportunities for learners to benefit from peer interaction and shared practice. Face-to-face instruction remained the most common modality, though tutors and learners also made use of phone and online support when necessary to accommodate schedules, distance, or personal circumstances.

The populations served reflected the diverse needs of Rio Arriba and surrounding counties. Learners included adult English language learners seeking to improve communication and workplace skills, parents wishing to support their children's education, and adults working toward goals such as U.S. citizenship. RAALP also extended services to individuals in recovery by providing tutoring at Darrin's Place and continued to serve adults with limited literacy who face barriers to employment and self-sufficiency. A new partnership with Somos Un Pueblo Unido allowed RAALP to help deliver citizenship preparation classes in Española, reaching community members committed to civic participation and long-term integration.

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

RAALP primarily serves adult learners in Rio Arriba County, with the largest concentration of services in Española and surrounding communities. Through partnerships, services have also reached learners in Taos and northern Santa Fe County, where students often travel to Española for work or school, or where they reside closer to Española than to programs available within their own counties. With the addition of citizenship classes in

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collaboration with Somos Un Pueblo Unido, RAALP has further extended its presence in Española, reaching a broader immigrant population. RAALP's services are also available to learners and tutors from Los Alamos County, with most volunteer tutors participating from this area.

Looking ahead, RAALP sees pathways to expand services more fully across Rio Arriba County, particularly in rural areas where transportation and access remain barriers to adult education. Opportunities also exist to strengthen outreach into Los Alamos, northern Santa Fe, and Taos Counties through community partnerships and technology-supported tutoring that reduces the need for travel in remote areas.

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.

RAALP works closely with a range of community organizations and agencies to strengthen the delivery of literacy services. Partnerships include Darrin's Place, where RAALP provides tutoring for adults in recovery programs, and Somos Un Pueblo Unido, with whom RAALP has a formal MOU to offer citizenship classes in Española. Support from Rio Arriba Health and Human Services (RAHHS) has been critical, funding both the in-house tutoring program and tutoring at Darrin's Place, as well as providing a license for the Unite Us referral program to collaborate with other services across the county. The Española Public Library offers space for tutoring sessions and RAALP events, and discussions are underway to develop a Family Literacy collaboration. Northern New Mexico College also supports RAALP by providing access to space and resources for program activities. In addition, RAALP participates in United Way of Northern New Mexico community meetings, which foster collaboration on events and provide information about grants and local resources. RAALP maintains informal connections with other NMHED-funded adult education programs, referring learners as needed for specialized courses or services.

6. What key or impactful professional learning (PL) activities did you and/or your team (teachers, tutors, staff, etc.) participate in during the 2024-2025 program year? What program needs did the PL address? What were the outcomes and influences of this PL, if any, in your program?

RAALP staff and tutors participated in several professional learning activities to strengthen instructional skills and program effectiveness. Staff and volunteer tutors engaged in training through ProLiteracy Education Network, which provided access to curriculum resources, instructional strategies, and adult education best practices. Additional training opportunities included sessions offered by Propel NM, Essential Education, and Saddleback Webinars, which addressed program management, tutoring strategies, and methods for supporting English language learners and adults with basic literacy needs.

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These professional learning opportunities addressed critical program needs, including enhancing tutor effectiveness, improving learner engagement, and providing structured guidance for small groups and in-house tutoring sessions. Outcomes included increased tutor confidence, improved learner participation, and a strengthened program framework that supports consistent, high-quality literacy services.

Data Questions

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

- 1. How many students were served in your program during the 2024-2025 fiscal year? Please, include total number of students with non-zero hours from *Student Calendar Hours Report* from LACES **student** area reports. Use the following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025.

<u>AgencyID:</u> 39667562	<u>School District / Agency:</u> Rio Arriba Adult Literacy Program (RAALP)		
<u>Report Statistics</u>	Dates Between:	07/01/2024	AND 06/30/2025
Total number of students: 330		Total students w/ non-zero hours: 76	

- 2. Out of students that were included in item 1, how many students received services to improve their low-level reading and math literacy levels? Please **exclude** students that received ESL or HSE preparation services. After you have reported this number, please answer the following two questions here as well:

56 Students received services to improve their low-level reading.

- a. What can your agency do to expand services for such low-level literacy students?
RAALP can expand services by increasing one-on-one and small group tutoring focused on foundational reading and writing skills, and by offering more in-house sessions at community spaces to improve access. Strengthening volunteer recruitment and providing targeted training, along with using specialized curriculum and technology-assisted tools, will better support low-level literacy learners. Partnerships with local organizations can also offer additional resources, such as family literacy to create a flexible and accessible learning environment.
- b. What kind of assistance might you need from us to succeed in this expansion?
To successfully expand services for low-level literacy students, RAALP would benefit from support in the form of professional development for staff, board and tutors, funding for additional staffing and resources, and access to updated curriculum and instructional tools. Assistance with technology, including virtual

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learning platforms, would help reach learners in rural areas, while guidance on best practices for small groups and foundational literacy instruction could strengthen program effectiveness.

- How many hours did students spend learning in your program in 2024-2025? Please include total hours by different category as well as average number of hours per student with minimum and maximum number of hours that students spend. Use *Student Calendar Hours Report* from LACES **student** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025.

Total Hours of All Students

Instruction	Computer	Preparation	Travel	Other	TOTAL
1,226.43	13.87	1.05	0.00	92.50	1,333.85

- Of the students who were served, how many met their goals? Attach *Goals Met in Time Period by Type Summary* from LACES **student** area Reports. Use the following parameters to generate your data: Goal Met Date between 7/1/2024 and 6/30/2025.

Agency Name: Rio Arriba Adult Literacy Program (RAALP) **Date Range between:** 07/01/2024 & 06/30/2025

Description: Report runs on the selection of students in the list view and includes the number of goals met in the specified time period, broken down by goal type with the total number of goals met within each type. Parameter for goal met date range.

Total Number of Goal Types: 5

Goal Type

Educational Goals

Goal Keyword	Number of Records
Entered an Adult Education (AE) program	2
Improve speaking skills	2
Other educational goal	1
Total Number of Records:	5

Goal Type

Family Goals

Goal Keyword	Number of Records
Increase involvement in child's education and activities	3
Read books or magazines (with/for child or family member)	2
Visit library (with/for child or family member)	1
Total Number of Records:	6

Goal Type

NMCL Goal

Goal Keyword	Number of Records
Attain citizenship	2
Total Number of Records:	2

Goal Type

Personal Goals

Goal Keyword	Number of Records
Gain personal confidence	2
Obtain a library card (for personal use)	2
Other personal goal	3
Read books or magazines (for personal use)	4
Visit library (for personal use)	3
Total Number of Records:	14

Goal Type

Societal/Community

Goal Keyword	Number of Records
Have a conversation in English	1
Obtain a driver's license	2
Vote or register to vote	2
Total Number of Records:	5

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5. How many hours did tutors spend working with students in 2024-2025? Please include total number of tutors with non-zero hours, total hours by different category as well as average number of hours per tutor with minimum and maximum number of hours that tutors spend. Use *Tutor Calendar Hours Report* from LACES **Tutor** area Reports. Use the following parameters to generate your data: Date is Between 7/1/2024 AND 6/30/2025.

AgencyID: 39667562

School District / Agency: Rio Arriba Adult Literacy Program (RAALP)

Report Statistics

Dates Between: 07/01/2024 AND 06/30/2025

Total number of tutors: 238

Total tutors w/ non-zero hours: 11

Average Total Hours: 197.84 (Average calculated using tutors with non-zero total hours)

Maximum: 880.80

Minimum: 18.75

Total Hours of All Tutors

Instruction	Computer	Preparation	Travel	Other	TOTAL
1,219.43	0.00	467.88	486.97	2.00	2176.28

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.

RAALP considers its program highly effective in supporting adult learners in literacy and English language development. One-on-one and small group tutoring, combined with targeted resources, have enabled learners to make measurable progress in reading, writing, and comprehension skills. The addition of motivated and dedicated staff has strengthened instructional consistency and learner engagement.

Key strengths include dedicated volunteer tutors, individualized instruction tailored to learner goals, and strong community partnership. Data from quarterly reports as well as monthly timesheets and program participation indicates steady gains in literacy skills and increased learner confidence.

Challenges remain in fully reaching low-level literacy students and expanding services to rural and outlying areas due to limited volunteers and transportation barriers. Maintaining sufficient tutor coverage, especially for learners requiring intensive, foundational support continues to be an area for improvement. RAALP addresses these challenges through targeted volunteer recruitment, professional development, and community partnerships.

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

Based on program data, RAALP plans to expand services for low-level literacy learners and increase access in rural and outlying areas. Data indicate that learners with foundational literacy needs require more intensive, consistent support, which will be addressed through additional one-on-one and small group tutoring sessions. To improve reach and sustainability, RAALP also plans to recruit and train more volunteer tutors and strengthen partnerships with community organizations to provide accessible learning spaces. These changes aim to better meet learner needs, increase participation, and enhance overall program effectiveness.

8. What pathways could lead to increased enrollment for your program?

RAALP could increase enrollment by expanding outreach efforts to underrepresented communities and partnering with local organizations, churches, schools, and community centers to raise awareness of literacy services. Offering flexible scheduling, additional small group and in-house sessions, and accessible learning locations can reduce barriers for learners, particularly in rural areas. Strengthening volunteer recruitment and training will ensure sufficient tutor support for more students, while promoting program success stories through community events and social media can attract new learners. Collaborations with organizations providing complementary services, such as citizenship preparation or recovery programs, can also create natural pathways for referrals and enrollment growth.

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Financial Expenditures

Please provide the following information about your financial expenditures.

Additional grants, funding from partnerships, etc.

1. Please list other sources of support for your program and their contributions for PY 2024-2025.

Source	Amount
Community/Faith Based Organizations	\$700.00
Individual Contributions	\$10,065
Business Contributions	\$600.00
Fundraising	\$19,611.
N3B	\$5,000
Rio Arriba Health & Human Services	\$25,000

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Student Needs and Satisfaction Questions

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

1. Describe the processes used to collect information regarding student needs, goals, and satisfaction. If you have worked to identify student interests and needs in your local community (in addition to those students who have already joined your program), please describe that process here as well.

Our program collects information on student needs and goals through quarterly feedback forms from both students and tutors, as well as the review of monthly timesheets which provide data on meeting occurrences and student progress. We also maintain regular communication with both tutors and students, consistently checking in on their status, needs, and any materials or support required.

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

Our student population's stated needs primarily revolve around scheduling flexibility, with many requesting evening and weekend classes to better accommodate their work and personal commitments. Their main goals are focused on enhancing their reading and conversational English. These insights allow our program to tailor its offerings to meet the specific requirements of our learners and support their progress toward their stated objectives.

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

We help students meet their goals of improving reading and conversational English by providing individualized tutoring and flexible learning resources that target these skills directly. Tutors adapt instruction to each learner's level and objectives, ensuring practice in both comprehension and everyday communication. This approach allows learners to build confidence, strengthen literacy, and make steady progress toward their personal and educational goals.

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 coming year, RAALP will strengthen data collection by using standardized learner surveys, regular tutor check-ins, and consistent progress documentation. These

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improvements will strengthen analysis of student needs, goals, and satisfaction, ensuring services remain responsive and effective.

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?

RAALP plans to expand individualized and small group tutoring, increase volunteer recruitment and training, and strengthen partnerships that provide accessible learning spaces and resources. These efforts will help students progress toward their goals while improving their overall experience with the program. Support from NMHED in the form of funding, professional development opportunities, and statewide collaboration would further enhance our capacity to meet learner needs and increase satisfaction.