

**NEW MEXICO  
HIGHER EDUCATION  
DEPARTMENT**

*Fostering Student Success from Cradle to Career*



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Stephanie M. Rodriguez, Cabinet Secretary  
Patricia Trujillo, Deputy Secretary*

**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](mailto:Adult.Education@hed.nm.gov)

**Reporting Deadline  
September 3, 2024**

**Annual Program Report  
Cover Page**

Program Name:	<b>Read "Write" Adult Literacy Program</b>	
Institution or Organization:		
Address:	<b>P.O. Box 902 108 Broadway S.</b>	
City:	<b>Moriarty</b>	
County:	<b>NM</b>	
Zip:	<b>87035</b>	
Main Phone:	<b>(505) 886-3333</b>	
Website:		
Social Media:		
New Mexico Counties Served:	<b>Torrance, Bernalillo, Santa Fe, and Guadalupe</b>	
Program Director, Manager, or Coordinator Name and Title:	<b>Fabiola Meléndez</b>	
Contact Information:	Phone(s):	<b>(505) 886-3333</b>
	Email:	<b>rwliteracy@yahoo.com</b>
Alternate Contact Name and Title:	<b>Mary Ueckert Board President</b>	
Contact Information:	Phone(s):	<b>(505) 658-5784</b>
	Email:	<b>mueckert212@gmail.com</b>


8/26/2024  


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**Signature of the Chief Executive Officer or Designee**
**DATE**

**Fabiola Meléndez, Program Director**  


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**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.

One of our students passed her citizenship test and registered to vote. Twelve students took classes at our program while also taking college classes, and one of them graduated from college! The most significant change to our program was the shift of our schedule, from 9am to 5pm, to 10am to 6pm in order for us to be able to accommodate classes for 14 of our students who can only take classes after their work hours. We also changed the old LACES database to the one required by NMHED.

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

We had many financial difficulties, and it was a real challenge to keep the program open. We made presentations to foundations that are grant prospects, and it has had some positive results. They have recommended Read “Write” to potential donors and we have received some donations and resources from them. We have applied for many of the grants that we had access to, and we continue to seek resources to improve our grant writing abilities.

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.

The primary mode of service is through one-on-one tutoring at our facility in Moriarty, NM. Online remote learning is available for students when travel is not convenient. At this time, we serve six students with some of their learning online and their assessments and review at our facility. Other students have had challenges getting reliable, affordable broadband services in remote areas.



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Our program is open to adults not enrolled in public schools or other educational programs. They come from around Torrance County and surrounding areas, and with diverse backgrounds and levels of education. About 75% have some Hispanic background. Most are underemployed and looking for our help to improve their circumstances.

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

Read "Write" Adult Literacy Program serves: Moriarty, Estancia, McIntosh, and Willard from Torrance County; Edgewood from Bernalillo County; Edgewood and Stanley from Santa Fe County; and Santa Rosa from Guadalupe County. We need more resources such as internet availability and laptops for distance learning.

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.

Friendly cooperative informal agreements exist with local businesses and city agencies. Over the years we have made a positive impact on people in hospitality, food services, education, child care/pre-K, and other industries and the companies they work for. We do not have formal MOAs, but plenty of goodwill. We encourage our students to seek higher education through community college when they are ready.

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 tutors take online courses offered by ProLiteracy and self-study courses. They are in communication with each other or with the tutor/mentor sharing knowledge or difficulties they experience with their students. New tutors attended ESL and BL tutor training offered by other adult education programs. We enjoyed and learned a lot from a tutor in-service attended by all tutors and the program director. One of our tutors is a retired teacher and guided us on what is the appropriate material to help different levels of student learning. The tutors ordered books and are using them and donated some to the program. This was much needed and welcomed.

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## 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.

**We served 29 students during the 2023-2024 fiscal year.**

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.

**We can proudly say that we surpassed the goal of 25 students that we promised in the grant proposal. We finished the year with 29 students. The biggest challenge was finding tutors willing to work late with the students who requested classes after their work hours.**

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.

**Average number of hours per student: 90.14**

**Minimum number of hours that students spend: 6**

**Maximum number of hours that students spend: 356**

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. Total Number of Goal Types: 5

### Goal Type

Economic Goals	Goal Keyword	Number of Records
	Advance in employment	4
	Attain or retain employment	6
	Complete job application or interview	1
	Improve job application or interviewing skills	1
	Obtain a pay increase	1
	Obtain license or certification	<u>1</u>
	<b>Total Number of Records:</b>	<b>14</b>

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### Goal Type

Educational Goals	Goal Keyword	Number of Records
	Entered an Adult Education (AE) program	3
	Improve English language proficiency	9
	Improve reading skills	6
	Improve speaking skills	7
	Improve writing skills	8
	Increase test score	1
	Read first book	1
	Read more than before receiving literacy services	<u>10</u>
	<b>Total Number of Records:</b>	<b>45</b>

### Goal Type

Family Goals	Goal Keyword	Number of Records
	Increase involvement in child's education and activities	2
	Read books or magazines (with/for child or family member)	<u>2</u>
	<b>Total Number of Records:</b>	<b>4</b>

### Goal Type

Personal Goals	Goal Keyword	Number of Records
	Gain personal confidence	2
	Other personal goal	1
	Read books or magazines (for personal use)	<u>1</u>
	<b>Total Number of Records:</b>	<b>4</b>

### Goal Type

Societal/Community	Goal Keyword	Number of Records
	Attain citizenship	1
	Have a conversation in English	1
	Vote or register to vote	<u>1</u>
	<b>Total Number of Records:</b>	<b>3</b>

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.

**Total tutors with non-zero hours: 9**

**Average Total Hours: 275.22** (Average calculated using tutors with non-zero total hours)

**Maximum: 612.00**

**Minimum: 10.50**

### Total Hours of All Tutors

Instruction	Computer	Preparation	Travel	Other	TOTAL
1,509.00	0.00	760.50	207.50	0.00	2,477



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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.

Read "Write" is the only adult education program located in the East Mountain and Estancia Valley, which is why it is so necessary and effective. It also helps a lot that our classes are one-on-one. The strength of the program is that our tutors are always ready to give the classes at the time that the students can come, since most of them work and need the class after their work hours. Adult education does not have much support in rural areas, especially since the Covid-19 pandemic. Funding sources have become more competitive and became our biggest challenge. We are applying for more grants and working to fundraise locally.

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

We would like to be able to help more students that are in need of our services in the area. As we mentioned, one of our challenges has been finding tutors that are willing to teach our students after their work hours. We would like to be able to bring more tutors into our program that are willing to work with our students' schedules.

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

We have been struggling with recruitment of Basic Literacy students for many years. We do have some ideas of how to improve in this area, but we feel we could use some additional recommendations. One of the major issues regarding student recruitment is funds to advertise our program. There are other budget line items that have a higher priority when we seek grant funding which means we do not have funds available for advertising. Our plan is to distribute flyers to more locations throughout the county and to talk with managers of local businesses to share with them the services that we provide for students. We expect more referrals to our program with this approach. We will evaluate our outreach and advertising strategies quarterly to help us improve our outreach efforts.

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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
NMOGA Brighter Future Fund	\$8,000.00
Ethos Literacy	\$10,000.00
McCune Foundation (Discretionary Grant Support)	\$5,000.00
Fundraising	\$390.00
Donations	\$1,208.58
Total	\$24,598.58



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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.

During the intake interview, the Program Director records all pertinent information on the student and any personal goals that they have. A study plan is developed, and an assessment is given to determine their current literacy level. Student data is collected monthly. The tutor indicates levels of improvement and achievement. Formal assessments are done semi-annually or upon exit notice from the student. Student interviews are conducted to determine their satisfaction with the tutor and/or their progress, if there is a need to change teaching techniques, and if they have achieved their personal goals. Adjustments are made as needed in order to meet student's challenges.

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

Our students are all adults (defined in this case, as an individual sixteen years of age or older who is not currently enrolled in school) seeking to improve their basic literacy or English speaking skills, as well as tutoring for citizenship preparedness and helping them throughout the process. Some desire to pursue a higher education. Many of our students live beneath the poverty line, which is why one of their main common goals is to find a job or to advance in their employment. Read "Write" strives to improve the economic opportunities for our students. Accessibility to literacy services in this area is particularly important, as rural students are often at a disadvantage when it comes to the availability of resources such as transportation and technology.

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

We are making our services more accessible to students who may not have reliable transportation through the utilization of distance learning. Being able to offer a greater number of laptops for students will allow them the opportunity to regularly attend tutoring sessions. We have also shifted our program's hours to accommodate those students who work during normal business hours.

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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?

We want to start a conversation group for students to practice their language skills and we are hoping to use part of that time to get feedback from students about our program. We plan to meet every two months to find out how we can help and improve our services.

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?

Distance learning is our plan, it is a big challenge because some of our students do not have a laptop or internet connections. It would be very helpful if NMHED could help us with funds for internet accessibility and laptops. We would also like to reach out to potential tutors who are willing and able to help students outside of normal working hours. Our goal is to improve our community, one student at a time!