

**Annual Program Report  
Cover Page**

|                                                           |                                                               |                              |
|-----------------------------------------------------------|---------------------------------------------------------------|------------------------------|
| Program Name:                                             | <b>Read "Write" Adult Literacy Program</b>                    |                              |
| Institution or Organization:                              |                                                               |                              |
| Address:                                                  | <b>P.O. Box 902, 108 S. Broadway</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 Counties</b> |                              |
| Submission Date:                                          | <b>September 4, 2025</b>                                      |                              |
| Program Director, Manager, or Coordinator Name and Title: | <b>Fabiola Meléndez, Program Director</b>                     |                              |
| Contact Information:                                      | Phone(s):                                                     | <b>505-886-3333</b>          |
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| Alternate Contact Name and Title:                         | <b>Mary Ueckert, Board President</b>                          |                              |
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 Signature of the Chief Executive Officer or Designee

9/4/2025  
 DATE

Typed Name and Title: **Fabiola Meléndez, Program Director**

**Narrative Questions**

## New Mexico Literacy Program Annual Report 2024-2025

**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.

In the 2024-2025 program year, Read "Write" Adult Literacy Program surpassed our pre-pandemic student enrollment, serving 39 adult learners—a significant milestone that reflects the dedication of our volunteer tutors. To better meet the needs of working adults, we expanded our hours of operation to include Monday evenings (open until 8:00 p.m.) and Saturday afternoons (12:00-5:00 p.m.). These changes have increased accessibility for learners with limited availability during standard hours.

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

One of our primary challenges in the 2024-2025 program year has been securing sustainable funding through grant writing. As a small rural organization with only one paid staff member responsible for daily operations and student/tutor coordination, we currently lack the capacity to hire a dedicated grant writer. To mitigate this challenge, we are actively pursuing available grant opportunities that would allow us to fund such a position in the future. In the meantime, we continue to build our capacity by participating in online training and self-directed learning in grant writing.

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 2024-2025 program year, Read "Write" delivered literacy services through a diverse range of modalities to meet the evolving needs of our learners and ensure broad accessibility across different populations.

Modalities Used:

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1. **One-on-One Tutoring:** Delivered both in-person and online, focusing on individualized instruction in reading, writing, and speaking. This modality was particularly effective for learners facing scheduling challenges.
2. **Face-to-Face Classes:** Offered in structured classroom settings during evenings and weekends, supported by dedicated volunteer tutors.
3. **Online Tutoring and Classes:** Expanded significantly in 2024-2025 to accommodate learners with transportation, childcare, or health-related barriers. Platforms used included Zoom and Google Classroom.

### **Populations Served:**

Our program serves a broad range of learners, including adult English language learners, adults with low literacy, parents and caregivers. Many learners faced additional challenges such as undiagnosed learning disabilities or education disruptions. We are fortunate to have volunteer tutors with training and extensive experience to support these learners.

### **Differences from Previous Years:**

In contrast to prior years, many learners now participate in blended learning models, combining both in-person and online instruction based on availability and preference. These flexible options have contributed to improved learner retention and satisfaction.

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

During the 2024-2025 program year, RWALP provided literacy services to several communities across rural areas of New Mexico, including:

- Santa Rosa, Guadalupe County
- Moriarty, Willard, and Mountainair, Torrance County
- Stanley, Santa Fe County
- Tijeras, Bernalillo County
- Edgewood, spanning Santa Fe, Bernalillo, and Torrance Counties

### **Pathways to Expand Our Area of Service:**

To broaden our reach, we plan to expand online instruction to rural communities with limited access to in-person programs. Additionally, we aim to implement mobile learning platforms to support learners facing transportation challenges, thereby increasing accessibility and flexibility.

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.)

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How have these collaborations supported your program's goals? Do you refer students to other NMHED-funded adult education programs? If so, please describe.

### Cooperative Arrangements and Collaborations for Literacy Activities:

RWALP maintains collaborative arrangements with local agencies, educational institutions, and community-based organizations to enhance literacy service delivery and support adult learners in achieving their educational and workforce goals. We have an ongoing partnership with the local Workforce Connection offices, allowing for co-enrollment of students in workforce readiness and job placement services alongside their literacy and high school equivalency education. Our staff regularly participate in cross-agency meetings to coordinate services and facilitate a seamless referral process. Additionally, our literacy tutors and staff collaborate informally with public libraries to utilize their spaces for tutoring sessions. These community-based settings increase accessibility and provide a comfortable learning environment for adult learners.

### Impact on Program Goals:

These collaborations have significantly supported our program goals by increasing student access, retention, and overall success. Leveraging the strengths and resources of our partners enables us to provide comprehensive wraparound support that addresses academic, career, and personal barriers faced by our learners.

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?

During the 2024-2025 program year, our tutors and program staff participated in a variety of professional learning activities, including online training, webinars, and in-person workshops hosted by an adult education program in Albuquerque. These trainings focused on strengthening instructional strategies, providing student engagement, and enhancing support for learners with diverse needs.

The professional learning addressed key program needs such as effective tutoring techniques for English language learners, supporting adults with undiagnosed learning disabilities, and using digital tools for remote and blended instruction. As a result, tutors reported increased confidence in working with learners from varied backgrounds, and we observed improved student persistence and satisfaction. These trainings have contributed to a more skilled and responsive instructional team.

## 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.

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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.

During the 2024-2025 fiscal year, our program served a total of 39 students with non-zero instructional hours, as reported in the LACES Student Calendar Hours Report (using the date range 7/1/2024 to 6/30/2025). This reflects an increase from previous years and a return to pre-pandemic service levels.

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.

A total of 26 students received services aimed at improving their low-level reading and/or math literacy skills during the 2024-2025 program year. These learners were not enrolled in ESL or High School Equivalency preparation programs.

- a. What can your agency do to expand services for such low-level literacy students?

To better support students with low-level literacy skills, RWALP plans to:

- Create or adapt instructional materials specifically designed for learners at a 0-3<sup>rd</sup> grade reading level
- Incorporate visuals, symbols, and simplified text to aid comprehension
- Emphasize phonemic awareness, phonics, and oral language development
- Use real-world tasks (e.g. reading signage, filling out forms, understanding prescription labels) to make instruction more practical and motivating

- b. What kind of assistance might you need from us to succeed in this expansion?

To effectively expand services for low-level literacy learners, we would benefit from assistance in the following areas:

- Funding or grants to develop new curriculum materials, hire staff with specialized training, and invest in supportive technologies
- Supportive services funding to reduce learner barriers—such as transportation, childcare, or stipends to encourage participation

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

During the 2024-2025 fiscal year, students in our program spent a range of instructional hours as follows:

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- Average total hours (per student) 80.92
- Maximum instructional hours (per student): 381.00 hours
- Minimum instructional hours (per student): 2.00 hours

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

| Goal Type                | Goal Keyword                                              | Number of Records |
|--------------------------|-----------------------------------------------------------|-------------------|
| <b>Economic Goals</b>    | Advance in employment                                     | 8                 |
|                          | Attain or retain employment                               | 8                 |
|                          | Complete job application or interview                     | 3                 |
|                          | Improve financial skills                                  | 5                 |
|                          | Improve job application or interviewing skills            | 4                 |
|                          | Obtain a pay increase                                     | 4                 |
|                          | Other economic goal                                       | 2                 |
|                          | <b>Total Economic Goals</b>                               | <b>34</b>         |
| <b>Educational Goals</b> | Entered an Adult Education (AE) program                   | 1                 |
|                          | Improve English language proficiency                      | 8                 |
|                          | Improve health literacy                                   | 1                 |
|                          | Improve reading skills                                    | 9                 |
|                          | Improve speaking skills                                   | 8                 |
|                          | Improve writing skills                                    | 8                 |
|                          | Other educational goal                                    | 1                 |
|                          | Read first book                                           | 5                 |
|                          | Read more than before receiving literacy services         | 12                |
|                          | <b>Total Educational Goals</b>                            | <b>53</b>         |
| <b>Family Goals</b>      | Communicate with school teachers/staff                    | 4                 |
|                          | Increase involvement in child's education and activities  | 5                 |
|                          | Obtain healthcare for child or family member              | 1                 |
|                          | Other parenting or family-related goal                    | 1                 |
|                          | Read books or magazines (with/for child or family member) | 5                 |
|                          | <b>Total Family Goals</b>                                 | <b>16</b>         |
| <b>Personal Goals</b>    | Gain personal confidence                                  | 10                |
|                          | Obtain healthcare for self                                | 2                 |
|                          | Read books or magazines (for personal use)                | 7                 |
|                          | <b>Total Personal Goals</b>                               | <b>19</b>         |

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| Goal Type                       | Goal Keyword                                                 | Number of Records |
|---------------------------------|--------------------------------------------------------------|-------------------|
| <b>Societal/Community Goals</b> | Have a conversation in English                               | 10                |
|                                 | Organize or participate in neighborhood or community meeting | 1                 |
|                                 | Other community/society goal                                 | 4                 |
|                                 | <b>Total Societal/Community Goals</b>                        | <b>15</b>         |

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.

During the 2024-2025 program year, a total of 8 tutors with non-zero hours actively worked with our adult learners. These tutors contributed an average of 355.81 hours. Tutors ranged from a minimum of 147.00 hours to a maximum of 925.00 hours. Tutors provided support across modalities including one-on-one tutoring, small group sessions, and both online and face-to-face classes. This level of tutor engagement was essential in supporting our learners' progress throughout the year.

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.

### Program Effectiveness and Reflection:

Based on our 2024-2025 program data and outcomes, we estimate our program to be effective in meeting its mission to improve adult literacy and communication skills. Serving 39 students, with 26 focusing on low-level reading, and supporting 8 dedicated tutors who logged substantial hours, reflects a strong commitment from both learners and volunteers.

### Strengths:

- We surpassed pre-pandemic student enrollment numbers, indicating growth and recovery.
- Our blended service modalities (in-person and online) have improved accessibility and retention.
- A significant number of students met diverse goals—from employment advances to educational achievements—demonstrating a holistic impact.
- Strong collaboration with community organizations have enhanced wraparound supports, aiding learner success beyond academics.
- Overall, our program demonstrates strong effectiveness, particularly in student achievement, graduation rates, and stakeholder satisfaction.

### Challenges and Areas for Growth:

- Limited staffing capacity restricts our ability to expand grant writing and program outreach.
- The need to develop more tailored materials for low-level literacy learners remains pressing.

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- Some learners face barriers such as transportation and childcare, which we are addressing through expanded online offerings and support services.
- To maximize our impact, we are focusing on closing equity gaps, enhancing field-specific employment outcomes, and improving data collection. These areas are critical for continuous improvement and to ensure our program evolves to meet emerging community needs.

Overall, while resource constraints typical of rural nonprofits persist, our program is effectively supporting learners and adapting to meet their needs. Continued investment in these focus areas will help us build on our successes and strengthen our long-term impact.

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

Based on our program data, we plan to implement expanded online and blended learning options to improve accessibility and retention, especially for learners facing transportation or scheduling barriers. We also aim to develop or acquire more tailored instructional materials for low-level literacy students, addressing their unique needs more effectively. Additionally, we intend to enhance data collection methods, particularly for tracking long-term student outcomes and alumni engagement, to better inform program improvements and funding opportunities.

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

Raising awareness of our program remains essential for increasing enrollment. To strengthen, we plan to:

- Increase our presence at local events, community centers, and job fairs.
- Partner with trusted community leaders and organizations to disseminate information.
- Utilize targeted social media campaigns, multilingual materials, and local radio or print advertising.

Additionally, strengthening partnerships with schools, libraries, employers, faith-based organizations, and social service agencies will create a robust referral network, as these entities often identify adults in need of literacy services. Recognizing that many adult learners face time constraints, we plan to expand evening, weekend, and online/hybrid classes to improve accessibility. We also aim to streamline the intake process with same-day assessments and quick entry, complemented by personal follow-ups to reduce barriers and boost enrollment.

## 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 |
|--------|--------|
|--------|--------|

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|                                  |             |
|----------------------------------|-------------|
| Albuquerque Community Foundation | \$ 7,000.00 |
| United Way                       | \$ 486.00   |
| Book Store                       | \$ 100.30   |
| Book Sale                        | \$ 179.00   |
| Fundraiser                       | \$ 228.70   |
| Donations                        | \$ 1,515.00 |

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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.

At enrollment, we conduct a comprehensive intake process that includes:

- Goal-setting interviews where students identify short and long-term academic, employment, and personal goals.
- Needs assessments to identify barriers such as childcare, transportation, housing, digital literacy, or language support.
- Initial academic assessments (e.g., CASAS) to determine appropriate placement and guide instructional planning.

This process helps us establish personalized learning plans and make referrals to internal and external support services as needed.

Throughout the program, tutors and the Program Director maintain regular communication with students to revisit goals and address emerging needs via:

- Periodic check-ins
- Mid-term and end-of-term goal reviews
- Progress tracking through individual learning plans

These ongoing efforts ensure alignment with student interests and enable us to adapt instruction and support accordingly.

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 as individuals aged sixteen or older who are not currently enrolled in school. Many live below the poverty line and face significant challenges.

The most frequently stated goals among our student population include:

- Earning a High School Equivalency (HSE), often required for employment or further education.
- Improving speaking and listening skills for daily life and work.
- Preparing for the U.S. citizenship exam.
- Transitioning into postsecondary education or vocational training.

Approximately 35% of our students express a desire to pursue college or career training programs after completing adult education. Popular fields of interest include healthcare, construction, early childhood education, and information technology.

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Our data clearly show that students are motivated by both personal and professional goals, particularly centered on HSE attainment, English proficiency, employment, and college transitions. At the same time, they face real-world barriers that require our program to provide flexible, supportive, and holistic education. We continuously evolve our services to improve access, retention, and outcomes for all learners.

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

RWALP supports students in achieving their professional goals, whether entering the workforce or pursuing further education. We provide academic advising, individualized tutoring, and mentorship tailored to each learner's unique style and objectives.

By addressing academic needs early and consistently, we scaffold student success and help learners stay on track. Our program intentionally integrates academic, professional, and supportive services around student needs, building confidence, competence, and career readiness. We are committed to continuous improvement, using student feedback and data to evolve our offerings and ensure sustained success for all learners.

### 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?

RWALP plans to shift from relying solely on an end-of-term survey to implementing multiple touchpoints throughout the year. This will include quick pulse surveys and mid-term check-ins, providing more timely and actionable feedback on students' evolving needs and satisfaction. This approach aims to increase response rates and enable earlier intervention when students face challenges or experience misalignment with their goals.

### 4. 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?

In the upcoming year, we are committed to enhancing our program's impact by proactively supporting students in meeting their academic, career, and personal goals, while also increasing their overall satisfaction with our services. We aim to help students feel more prepared, build confidence, and recognize the value of their education. By creating a more fluid and responsive support system, we anticipate improved retention and success.

At Read "Write," we recognize that students need support beyond academics to effectively manage the demands of balancing school, work, and life responsibilities. Continued support from NMHED—particularly in the form of funding—will be essential to advancing this mission and expanding our capacity to meet student support.